

Belding, R.E.      the Vet's reaction toward the effectiveness of the Vet's adm. Guid. Ser  
at Wittenberg College.

1948

**FOR REFERENCE**

Do Not Take From This Room

001234





BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

LIBRARY

*id.*  
Thesis  
Belding, R.E.  
1948

The Gift of *Robert E. Belding*

*stored*

**FOR REFERENCE**

**Do Not Take From This Room**

1948 00



Ed.  
Thesis  
Belding, R.E.  
1948

Stored

EdM  
1948  
bel  
copl

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

THE VETERANS' REACTIONS TOWARD THE EFFECTIVENESS OF THE  
VETERANS ADMINISTRATION GUIDANCE SERVICE AT WITTENBERG COLLEGE

Submitted by

Robert E. Belding  
(B.A., Hiram College, Ohio, 1939)

In partial fulfillment of requirements for  
the degree of Master of Education

1948

Boston University  
School of Education  
Library

School of Education  
Gift of R. E. Belding  
August 16, 1948  
29850



	Page
I. Introduction	1
A. Statement of the Problem	1
B. Limitations of the Study	2
II. The Evaluation of Guidance	3
A. The Need for Evaluation of Guidance at This Time	4
B. Methodology of Evaluation	7
C. <b>First Reader: J. Wendell Yeo,</b> Professor of Education	10
D. <b>Second Reader: Dugald S. Arbuckle,</b> Assistant Professor of Education	10
E. <b>Third Reader: Worcester Warren,</b> Professor of Education	12
III. The Program Described in the Questionnaire	12
A. Appointment and Interview	16
B. Making Prescriptions	20
C. Advancement-Selection and the Portfolios	23
D. How the Student-Interviewers Expected to Visit the Center	26
IV. Procedures and Techniques Employed in the Questionnaire	29
A. Definitive Summary of Selection	32
B. Techniques Employed	33
C. Who Are These Men?	34
D. Efforts Made to Get More Enthusiastic Responses Beyond the Original Letter Sent to Referee-Students	40
1. Follow-up Postal Sent	40
2. Letter and Free Inquiry Blank Sent as Final Push	41
V. Replies to the Questionnaire - a Listing of All Comments Together With Percentages and Reactions of Yes and No Responses	43
A. Responses From Those Interviewed Before Last July	46
B. Responses From Those Interviewed Recently	57



MEMBERS

First Reader: J. Wendell Yoo,  
Professor of Education

Second Reader: David S. Smith,  
Assistant Professor of Education

Third Reader: Worcester Brown,  
Professor of Education



## TABLE OF CONTENTS

	Page
I. Introduction	1
A. Statement of the Problem	1
B. Limitations of the Study	2
II. The Evaluation of Guidance	4
A. The Need for Evaluation of Guidance at This Time	4
B. Difficulties of Evaluation	7
III. Setting of the Study	10
A. Historical Development of the Wittenberg College Guidance Center	10
B. The Physical Plant	15
IV. The Complete Counseling Process	18
A. Appointment and Interview	18
B. Testing Procedures	20
C. Advisement-Evaluation and Its Pertinence	23
D. How the Student-Veterans Happened to Visit the Center	26
V. Procedures and Techniques Employed in the Questionnaire	29
A. Definitive Element of Selection	29
B. Techniques Employed	31
C. Who Are These Men?	34
D. Efforts Made to Get More Enthusiastic Response Beyond the Original Letter Sent to Veteran-Students	40
1. Follow-up Postal Sent	40
2. Letter and Fresh Inquiry Blank Sent as Final Prod	41
VI. Replies to the Questionnaires - A Listing of All Comments Together With Percentage and Implications of Yes and No Responses	43
A. Responses From Those Interviewed Before Last July	43
B. Responses From Those Interviewed Recently	57



# TABLE OF CONTENTS

I.	Introduction	1
A.	Statement of the Problem	1
B.	Limitations of the Study	3
II.	The Evaluation of Guidance	4
A.	The Need for Evaluation of Guidance at This Time	4
B.	Difficulties of Evaluation	7
III.	Setting of the Study	10
A.	Historical Development of the Wittenberg College Guidance Center	10
B.	The Physical Plant	18
IV.	The Complete Counseling Process	18
A.	Appointment and Interview	18
B.	Testing	20
C.	Advice	23
V.	Procedures and Techniques Employed in the Questionnaire	29
A.	Definitive Elements of Selection	29
B.	Techniques Employed	31
C.	Who Are These Men?	34
D.	Efforts Made to Get More Enthusiastic Response Beyond the Original Letter Sent to Veterans-Students	40
1.	Follow-up Postal Card	40
2.	Letter and Fresh Inquiry Blank Sent as Final Prod	41
VI.	Reply to the Questionnaire - A Listing of All Comments Together With Responses and Implications of Yes and No Responses	43
A.	Responses from Those Interviewed Before Last July	43
B.	Responses from Those Interviewed Recently	57



VII. Conclusions and Recommendations Based on Comments From the Inquiry Form	73
Bibliography	92
Appendix -- containing charts illustrative of points brought out during the thesis and statistics to lend support to certain statements made.	95

#### ACKNOWLEDGMENT

The writer wishes to express his appreciation to the following persons for their inspiration, advice, and guidance in the preparation and writing of this thesis:

Dr. J. Marshall Tapp, Boston University School of Education

Mr. Raymond Lange, National Advisor, Veterans Administration

John E. Sheffer, Dean of Students at Wittenberg College  
and former Assistant Director of the Harvard  
Guidance Center

and to those friends who have aided in the discussion of some of the problems connected with the study.



VII. Conclusions and Recommendations Based on Comments from the Inquiry Form	73
Bibliography	82
Appendix -- containing charts illustrative of points brought out during the thesis and statistics to lend support to certain statements made.	88

### ACKNOWLEDGEMENT

The writer wishes to express his appreciation to the following persons for their inspiration, advice, and guidance in the preparation and writing of this thesis:

Dr. J. Wendell Yeo, Boston University School of Education

Mr. Raymond Lange, Vocational Adviser, Veterans Administration

John N. Stauffer, Dean of Students at Wittenberg College  
and former Assistant Director of the Harvard  
Guidance Center

and to those friends who have aided in the discussion of some of the problems connected with the study.



# ACKNOWLEDGMENT

The writer wishes to express his appreciation to the following persons for their inspiration, advice, and guidance in the preparation and writing of this

thesis:

Dr. J. Wendell Yeo, Boston University School of Education  
Mr. Raymond Lange, Vocational Advisor, Veterans Administration  
John E. Stemmer, Dean of Students at Wittenberg College  
and former Assistant Director of the Harvard  
Business Center

and to those friends who have aided in the discussion of some of the problems connected with the study.

## CHAPTER I.

## INTRODUCTION

## Statement of the Problem

A first birthday has just passed by at the Veterans Administration Guidance Center at Wittenberg College. It is appropriate that a part of such an anniversary celebration be an appraisal of the work the organization has done and, on the basis of the appraisal, a determination made of new year's resolutions it can plan and carry out for the future. If the service is to maintain its place at Wittenberg College, it needs to ascertain its value to the college, to the immediate community, and to the five counties it is serving.

This is in line with recognition from other similar centers that it is high time for an evaluation of their services. A follow-up study at the College of the City of New York says:

"A number of Guidance Centers established by colleges to render vocational and educational guidance to veterans referred by Veterans Administration have now been in operation for more than a year. From the very beginning the need for research and follow-up studies has been stressed by both colleges and Veterans Administration."<sup>1</sup>

The clients who have passed through the Wittenberg Guidance Center during its first year of operation are those who have benefited by its services. It seems appropriate and necessary that they should be the ones called upon to assist in the appraisal of the services rendered and to make possible suggestions as to the improvement of the Center as a service for fellow veterans.

<sup>1</sup>Long, Louis and Hill, John, "A Follow-up Study of Veterans Receiving Vocational Advisement," Journal of Consulting Psychology, Vol. XI, No. 2 (March-April, 1947), p. 88.



CHAPTER I.

INTRODUCTION

Statement of the Problem

A first birthday has just passed by at the Veterans Administration Guidance Center at Wittenberg College. It is appropriate that a part of such an anniversary celebration be an appraisal of the work the organization has done and, on the basis of the appraisal, a determination made of how year's resolutions it can plan and carry out for the future. If the service is to maintain its place at Wittenberg College, it needs to ascertain its value to the college, to the immediate community, and to the five counties it is serving.

This is in line with recognition from other similar centers that it is high time for an evaluation of their services. A follow-up study at the College of the City of New York says:

"A number of Guidance Centers established by colleges to render vocational and educational guidance to veterans referred by Veterans Administration have now been in operation for more than a year. From the very beginning the need for research and follow-up studies has been stressed by both colleges and Veterans Administration."

The clients who have passed through the Wittenberg Guidance Center during its first year of operation are those who have benefited by its services. It seems appropriate and necessary that they should be the ones called upon to assist in the appraisal of the services rendered and to make possible suggestions as to the improvement of the Center as a service for fellow veterans.

Long, Louis and Hill, John. "A Follow-up Study of Veterans Receiving Vocational Advancement," Journal of Consulting Psychology, Vol. XI, No. 2 (March-April, 1947), p. 58.

### Limitations of the Study

This study is an attempt, by an analysis of recorded case data and questionnaire responses, to determine to what extent some of the veteran-attendants of Wittenberg College have been assisted in the solution of their various problems, and under present conditions what suggestions might be made to improve its services for possible returning counselees or, to a larger extent, those fellow veterans who might visit the Center in the future. The following questions serve to delimit the problem:

1. What does the Guidance Center set as objectives, either expressed or implied?
2. Who are the clients to be questioned and how do they fit into the total picture of all those counseled?
3. How did these veteran-counselees happen to visit the Center?
4. Have the clients been helped in formulating their plans for continued training?
5. Was the counseling, as given, beneficial in their opinion?
6. What suggestions have they to offer for the improvement of the service?
7. Is the Veterans Administration Guidance Center meeting its objectives in respect to its Wittenberg College students?

The study is limiting itself to consideration of only the veterans the Center has handled who are, or were in the immediate past, in attendance at Wittenberg College. Insofar as the case records of these veterans are kept on file at the Guidance Center, these records have been analyzed. A questionnaire has been sent to a selected group of these clients. Subjects chosen for the questionnaire fell into two groups: those who had undergone the services of the Center more than six months ago, and those who have received counseling within the past two months.





The group of veteran-students who received counsel more than six months ago would be able to ascertain to some degree how effective the counseling had been over a period of time; those who were processed at the Center more recently could make slight estimation of the long-range effectiveness of the counsel received, but their responses to the questionnaire would be memories from a recent experience which should be more accurate because of the recency of recall. Also the Center, within the past six months, has undergone considerable expansion with the addition of a counselor and a psychometrist and added space, so that the potential load has been doubled with a resultant smoothing out of the processing, and less crowded working conditions and scheduling. Within neither group of clients questioned will it be possible to make an estimate of the ultimate adjustment as result of the counseling. Most of the interviewees are within college still; at most they might be able to opine the effectiveness of the service in their immediate course changes or possible social adjustments. In no case will there be possible an estimate of effectiveness in eventual occupational adjustment--a supremely important consideration of most veterans attending college at this time.

Within these confines, then, this is an evaluation of the interviewing, testing and concluding advisement of the Veterans Administration Guidance Center at Wittenberg College.





## CHAPTER II.

## THE EVALUATION OF GUIDANCE

## The Need for Evaluation of Guidance at This Time

The conclusion of the war has brought about a tremendous growth of the guidance movement in the form of newly organized veterans' service centers sponsored by municipalities, by schools, by social organizations and by the government under the Veterans Administration. Guidance is in an early and experimental stage of existence, but the public in general is gaining consciousness of the services it has to render.

A report from the Harvard Guidance Center says:

"During a period of growing interest in, and attention to, guidance and personnel services in education, industry, government, and community life, the college and university services associated with the work of the Veterans Administration constitute a significant social experiment in the field of vocational guidance, one which may ultimately exercise considerable influence upon the directions taken in this important area of professional services." <sup>1</sup>

During the spring of 1947 the National Conference on Higher Education, in Chicago, recommended that a country-wide study be undertaken of "the social and professional values served by the nation-wide system of veterans guidance centers and that exploration be made of the continuing need of guidance centers under educational auspices to serve individual needs in communities and regions, detached from federal control." <sup>2</sup>

The need for evaluation of guidance services as rendered in college and university guidance centers has already been recognized by certain of these centers. Already three evaluations on different phases

<sup>1</sup>Vocational Advisement at the Veterans Administration Guidance Center, Harvard University, April, 1947, foreword.

<sup>2</sup>op. cit., p. vii.







of functioning of the Ohio State University Guidance Center have been made.<sup>1,2,3</sup> "The problem of evaluating the work of the centers has been a matter of professional concern from the beginning."<sup>4</sup>

Ira Scott, Director of Advisement and Guidance Service for Education, Veterans Administration, has stated his consciousness of the necessity for evaluation at this time within the Veterans Administration guidance set-up, whether that be counseling done by the government personnel or that done by colleges for the Veterans Administration. In a recent report in Occupations, Scott says:

"...in order to check the validity of our views as to the kind of services needed and the basis on which to provide them, it would be desirable to have some expressions directly from veterans and we are proposing a study to obtain them."<sup>5</sup>

Getting away, momentarily, from the need for evaluation of the college-run guidance centers for veterans to the need for evaluation of professional counseling techniques in general, several evidences of the necessity for evaluation have been shown in the past. The literature on guidance has not neglected to demonstrate this need.

Myers, in his Principles and Techniques of Vocational Guidance, raises the question:

"What evidence is there that youth who have been subjected to a comprehensive program of guidance are any more successful or happy in their life because of this experience?"<sup>6</sup>

<sup>1</sup>McClintock, J. M., A Follow-up Study of 75 Pre-College Veterans Who Have Undergone Counseling at the O.S.U. Guidance Center, unpublished Master of Arts thesis, Ohio State University, September, 1947.

<sup>2</sup>Roser, M. S., Results of a Questionnaire Sent to Counseled Veteran-Students at Ohio State University, unpublished Master of Arts thesis, Ohio State University, May, 1947.

<sup>3</sup>Himmelman, Betty B., The Evaluation of Counseling, unpublished Master of Arts thesis, Ohio State University, 1946.

<sup>4</sup>Report on Vocational Advisement at the Veterans Administration Guidance Center, Harvard University, January, 1946, foreword.

<sup>5</sup>Scott, Ira D., "Contributions of the Veterans Administration Counseling Program to Guidance," Occupations, Vol. XXV, No. 8 (May, 1947), p. 497.

<sup>6</sup>Myers, George E., Principles and Techniques of Vocational Guidance, McGraw-Hill, New York, 1941, p. 335.







Darley and Williamson have built a book around a significantly successful study they instigated in the mid-'30s. They have measured the effectiveness of counseling regarding the field of specialization in college as given by the Testing Bureau of the University of Minnesota. One hundred ninety-six students were followed up one year or more after initial contact. Prime criterion of successful adjustment was students' opinion. Eighty-seven per cent made successful adjustment and were making better grades than before. Two per cent definitely reported not making satisfactory adjustment.<sup>1</sup> This is a well-known study which is truly comparable to the type of effort essayed in this paper. It is comparable in that about the same number of students have been questioned, and in that the students are at college-level and in many cases have shaped their courses with the help of the Guidance Center service. It should be modestly emphasized that no such evidence of success in suggested course changes can be claimed by the Wittenberg Center.

Emma Seipp, in her study of a hundred clients of the Adjustment Service, says:

"Guidance has now reached the stage where it must face frankly the task of making more objective the quantitative appraisal of its work."<sup>2</sup>

The general awareness that counseling procedures as a phase of education must be justified was apparent at the turn of the decade through the American College Personnel Association. "If counseling is to be justified as a phase of higher education, we must prove that it works, and must ourselves, be aware of its weaknesses."<sup>3</sup>

<sup>1</sup>Darley, J. G., and Williamson, E. G., Student Personnel Work, McGraw-Hill, New York, 1937, pp. 253-270.

<sup>2</sup>Seipp, Emma, A Study of One Hundred Clients of the Adjustment Service, American Association for Adult Education, New York, 1935, foreword.

<sup>3</sup>Wremm, C. Gilbert, "Recent Research in Counseling," Report of the Sixteenth Annual Meeting of the American College Personnel Association, (February, 1939), p. 93.





Through research into the effectiveness of guidance as it is being exercised, its value can be measured. It is with evaluative research in mind that the Harvard Center, at its inception in 1943, created a Research Department that has spent its full time accumulating evidences as to the effectiveness of the center in its guidance procedures.<sup>1</sup>

It is apparent from the foregoing quotations and statements that some sort of appraisal of guidance practices is a recognized requirement for a counseling program.

#### Difficulties of Evaluation

Evaluation may be a necessary part of good guidance, but this technique of experimentation has obstacles and limitations which make it a difficult and not always effective means of scientific research. In last year's report on the National Vocational Guidance Association meeting in Columbus it was stated:

"The evaluation of materials used by counselors is a complex study, now in its elementary stages." <sup>2</sup>

The long-range and abstract qualities of effective guidance are among the elements that make it highly impractical to essay to measure. A service must be in operation for a number of years before a very real appraisal of its effectiveness can be made. The above-mentioned evaluations of centers at Harvard, Ohio State, and the College of the City of New York are not very long-range, as the centers have not been in operation for a long enough period for the most effective type of appraisal.

<sup>1</sup>Vocational Advisement at the Veterans Administration Guidance Center, Harvard University, April, 1947, p. 56.

<sup>2</sup>Carter, Mary H., "Evaluation Materials Used by Counselors," Occupations, Vol. XXV, No. 8, (May, 1947), p. 553.







However an earlier appraisal can have its specific value to a center as ascertained by the effectiveness of appraisals of guidance centers mentioned above. The evaluations at short range can at least become diagnostically valuable.

Literature points out that the effectiveness of guidance is not necessarily measured solely in its ultimate results. Emma Seipp states:

"This does not mean that it (guidance) can be evaluated completely in terms of its ultimate results. Much of the value of guidance is, and will continue to remain, intangible, and its worth impossible of complete quantitative determination. Moreover it is impossible to set a time-limit within which the total values of guidance will become obvious. Certain results of the guidance may appear soon after consultation with advisers. Other results may seem too remote as to appear to have little relation to the original guidance process, although there may actually be a relationship. These problems make it easy to understand that any sort of evaluation is exceedingly difficult and limited." <sup>1</sup>

This could be construed as evidence that because no limit can be placed on the time elapsing between counseling and evaluation, an early appraisal might, in some ways, be as effective as one after which much time has elapsed since guidance.

Williamson and Hahn have admitted that guidance is too young to be effectively and completely evaluated.

"Evaluation of the effectiveness of personnel work cannot as yet be adequate. The problem is so broad and reaches into so many areas that present techniques cannot give valid and comprehensive information." <sup>2</sup>

Because in the situation at hand a long-range evaluation is not practicable, it is necessary to determine what value can be derived from a shorter-range study. It seems that the chief effectiveness in a short-range appraisal would be toward an improvement in the physical functioning

<sup>1</sup>Seipp, Emma, A Study of One Hundred Clients of the Adjustment Service, American Association for Adult Education, New York, 1935, foreword.

<sup>2</sup>Williamson, E. G. and Hahn, M. E., Introduction to High School Counseling, McGraw-Hill, New York, 1940, p. 262.



However, an earlier appraisal can have the specific value of a center as ascertained by the effectiveness of physical of evidence, compare mentioned above. The evaluation of short range and at least become the actually valuable.

Later, we point out that the effectiveness of guidance is not necessarily measured solely in the physical results. Two basic changes:

"This does not mean that it (guidance) can be evaluated completely in terms of its physical results. Much of the value of guidance is, and will continue to remain, intangible, and its worth is impossible to estimate quantitatively. However, it is impossible to set a time limit within which the total value of guidance will become obvious. Certain results of the guidance may appear soon after organization with evidence. Other results may not be so remote as to appear to have little relation to the original guidance process, although there may actually be a relationship. These problems are so easy to understand that any sort of evaluation is necessarily difficult and limited."

This could be contrasted as evidence that because no limit can be placed on the time elapsing between counseling and evaluation, an early appraisal might, in some ways, be an effective as one after which much time has elapsed since guidance.

Williamson and John have admitted that guidance is too young to be effectively and completely evaluated.

"Evaluation of the effectiveness of personnel work cannot be set by standards. The problem is so broad and reaches into so many areas that present standards cannot give valid and comprehensive information."

Because in the situation at hand a long-range evaluation is not practicable, it is necessary to determine what value can be derived from a shorter-range study. It seems that the chief effectiveness in a short-range appraisal would be toward an improvement in the physical functioning

<sup>1</sup> Gentry, James, A Study of the Humanistic Aspects of the Adjustment Service, American Association for Public Education, New York, 1950, foreword.  
<sup>2</sup> Williamson, E. G., and John, J. E., Introduction to High School Counseling, McGraw-Hill, New York, 1940, p. 232.

of a guidance set-up. While memories are fresh as to how the interviewees have felt about individual parts of the processing, it seems important to get responses from those interviewees as to their reactions. It is with the idea of immediate improvement of the physical elements of a guidance center in mind that such a study as the following is being undertaken.

Administration and Wittenberg College for the establishment of a Veterans Administration Class X Guidance Center at the college. First plans were to have a Veterans Administration representative, to be called a Vocational Advisor, at the college. The government agency was to lease offices for its own use, and at the same time the college was to furnish additional offices for its own faculty-personnel who were to do the actual guidance work. The Veterans Administration officer was to take care of the administration of the office, to schedule appointments, to be responsible for keeping a steady flow of veteran-clients coming to the Center, to see to it that the government forms were correctly interpreted by the college personnel who were performing the guidance, and to act as a general coordinator of business between the Veterans Administration and the college personnel of the Center. The Veterans Administration also took the responsibility of assisting to accumulate a library of occupational information, especially the information issued by the government and more easily acquired by them than by the college.

At the inception of the Veterans Administration Guidance Center at Wittenberg there was a single counselor--a member of the college psychology department and a man of considerable counseling and testing experience. Even after the opening a secretary and a full-time psychologist were provided by the college.

The original intention of the college Guidance Center, as was the purpose of Veterans Administration college guidance centers across the country, was to make available to the disabled veterans of World War II a



of a guidance set-up. While memories are fresh as to how the interviewees have felt about individual parts of the processing, it seems important to get responses from those interviewees as to their reactions. It is with the idea of immediate improvement of the physical elements of a guidance center in mind that such a study as the following is being undertaken.

## CHAPTER III.

## SETTING OF THE STUDY

## Historical Development of the Wittenberg College Guidance Center

In the fall of 1946 a contract was drawn up between the Veterans Administration and Wittenberg College for the establishment of a Veterans Administration Class A Guidance Center at the college. First plans were to have a Veterans Administration representative, to be called a Vocational Adviser, at the college. The government agency was to lease offices for its own use, and at the same time the college was to furnish adjacent offices for its own faculty-personnel who were to do the actual guidance work. The Veterans Administration officer was to take care of the administration of the offices, to schedule appointments, to be responsible for keeping a steady flow of veteran-clients coming to the Center, to see to it that the government forms were correctly interpreted by the college personnel who were performing the guidance, and to act as a general coordinator of businesses between the Veterans Administration and the college personnel of the Center. The Veterans Administration also took the responsibility of assisting to accumulate a library of occupational information, especially the information issued by the government and more easily acquired by them than by the college.

At the inception of the Veterans Administration Guidance Center at Wittenberg there was a single counselor--a member of the college psychology department and a man of considerable counseling and testing experience. Soon after the opening a secretary and a full-time psychometrist were provided by the college.

The original intention of the college Guidance Center, as was the purpose of Veterans Administration college guidance centers across the country, was to make available to the disabled veterans of World War II a



## CHAPTER III.

## SETTING OF THE STUDY

Historical Development of the Wittenberg College Guidance Center

In the fall of 1948 a contract was drawn up between the Veterans Administration and Wittenberg College for the establishment of a Veterans Administration Class A Guidance Center at the college. First plans were to have a Veterans Administration representative, to be called a Vocational Adviser, at the college. The government agency was to lease offices for its own use, and at the same time the college was to furnish adjacent offices for its own faculty-personnel who were to do the actual guidance work. The Veterans Administration officer was to take care of the administration of the offices, to schedule appointments, to be responsible for keeping a steady flow of veteran-clients coming to the Center, to see to it that the government forms were correctly interpreted by the college personnel who were performing the guidance, and to act as a general coordinator of business between the Veterans Administration and the college personnel of the Center. The Veterans Administration also took the responsibility of assisting to accumulate a library of occupational information, especially the information issued by the government and more easily acquired by them than by the college.

At the inception of the Veterans Administration Guidance Center at Wittenberg there was a single counselor--a member of the college psychology department and a man of considerable counseling and testing experience. Soon after the opening a secretary and a full-time psychometrist were provided by the college.

The original intention of the college Guidance Center, as was the purpose of Veterans Administration college guidance centers across the country, was to make available to the disabled veterans of World War II a

counseling service which would assist them toward proper rehabilitation.<sup>1</sup>

The contract between the government and the college has specified the college was to provide adequate personnel to handle the flow of veterans who might call on the Center for counseling. By June, 1947, the influx of needy veterans essentially from five counties surrounding the college had increased to such an extent that a second counselor and a second psychometrist were added to the college staff. With this additional personnel the Center was enabled to catch up on a back-log of cases built up through the spring when the services of the Center were in unanticipated and unprecedented demand. The majority of these cases were disabled men from the surrounding countryside, but there was a trend toward a greater influx of the non-disabled men, especially from among the college students. Actually the services of the Center had, from the start, been available to any veteran, but because the problems of rehabilitating the disabled man were more pressing, and because personnel could not be found to handle any more cases than were availing themselves, without publicity of the Guidance Center, the non-disabled man was not encouraged to undergo advisement.

In the fall it was apparent that the natural flow of counselees from among the disabled men had remained about the same, but an increased staff was on hand. At this time the college took up the opportunity for its veteran-students, whether disabled or not, to avail themselves of the services offered by its Veterans Guidance Center. It will be apparent by a study of the accompanying graph<sup>2</sup> just how and at what time the transition of emphasis from the disabled men to a more substantial percentage of college cases took place.

<sup>1</sup>Scott, Ira D., Manual of Advisement and Guidance, U.S. Government Printing Office, Washington, D.C., p. 2.

<sup>2</sup>See Appendix :



counseling service which would assist them toward proper rehabilitation.<sup>1</sup>

The contrast between the Government and the college has specified

the college was to provide adequate personnel to handle the flow of

veterans who might call on the Center for counseling. By June, 1947, the

influx of needy veterans essentially from five counties surrounding the

college had increased to such an extent that a second counselor and a

second psychometrist were added to the college staff. With this additional

personnel the Center was enabled to catch up on a backlog of cases built

up through the spring when the services of the Center were in unanticipated

and unprecedented demand. The majority of these cases were disabled men

from the surrounding countryside, but there was a trend toward a greater

influx of the non-disabled men, especially from among the college students.

Actually the services of the Center had, from the start, been available to

any veteran, but because the problems of rehabilitating the disabled man

were more pressing, and because personnel could not be found to handle any

more cases than were availing themselves, without publicity of the Guidance

Center, the non-disabled man was not encouraged to undergo adjustment.

In the fall it was apparent that the natural flow of counselees

from among the disabled men had remained about the same, but an increased

staff was on hand. At this time the college took up the opportunity for

its veteran-students, whether disabled or not, to avail themselves of the

services offered by its Veterans Guidance Center. It will be apparent by

a study of the accompanying graph<sup>2</sup> just now and at what time the transition

of emphasis from the disabled men to a more substantial percentage of

college cases took place.

<sup>1</sup>Scott, Irv D., Manual of Adjustment and Guidance, U.S. Government  
Printing Office, Washington, D.C., p. 2.

<sup>2</sup>See Appendix.

This portion of the history of the Guidance Center is particularly pertinent to the study at hand. The study concerns the Wittenberger who has availed himself, voluntarily, of what the Center had to offer. In choosing the two comparative groups of students to be questioned, it was a relatively easy task to select a group of students who had been in attendance at the Center within the past couple of months. It was not possible, however, to be selective in the group of student-veterans who had gone through the Center more than six months ago. More discussion of the choice of counselees will be treated in Chapter V of this study.

There was good reason why the accompanying chart should indicate a considerable increase in the number of college-attending veterans visiting the Center. In the early part of the school year the current business of the Center was studied by a joint committee of the college administrators and members of the psychology department and counseling staff of the Center. It was decided that the propitious time had arrived to publicize, for the first time, the Guidance Center among the student-veterans of the college. The faculty advisers and deans were given thorough understanding of what the counseling service was and how it could benefit veteran students who wished to avail themselves of the Guidance Center. Shortly thereafter the psychology department indicated its willingness to announce to each class under its staff that here on the campus was a genuine example of psychology in action with a clinical procedure. The method of interview, the occupational library, the educational information, the testing and statistics and the final advisement were all relevant applications of psychology. In most cases the members of the psychology department inspired, by themselves, their students to make appointments for counseling. In two cases the counselors themselves were called upon to make class talks to tell of the functionings of the Center. The co-operation of the psychology department was excellent, and even though



This portion of the history of the Guidance Center is particularly pertinent to the study at hand. The study concerns the Wittenberger who has availed himself, voluntarily, of what the Center had to offer. In choosing the two comparative groups of students to be questioned, it was a relatively easy task to select a group of students who had been in attendance at the Center within the past couple of months. It was not possible, however, to be selective in the group of student-veterans who had gone through the Center more than six months ago. More discussion of the choice of counselees will be traced in Chapter V of this study.

There was good reason why the accompanying chart should indicate a considerable increase in the number of college-attending veterans visiting the Center. In the early part of the school year the current business of the Center was studied by a joint committee of the college administrators and members of the psychology department and counseling staff of the Center. It was decided that the propitious time had arrived to publicize, for the first time, the Guidance Center among the student-veterans of the college. The faculty advisers and deans were given thorough understanding of what the counseling service was and how it could benefit veteran students who wished to avail themselves of the Guidance Center. Shortly thereafter the psychology department indicated its willingness to announce to each class under its staff that here on the campus was a genuine example of psychology in action with a clinical procedure. The method of interview, the occupational library, the educational information, the testing and statistics and the final advisement were all relevant applications of psychology. In most cases the members of the psychology department inspired, by themselves, their students to make appointments for counseling. In two cases the counselors themselves were called upon to make class talks to tell of the functioning of the Center. The co-operation of the psychology department was excellent, and even though

three months have passed since the initial effort to get psychology-class attendants to undergo processing, a goodly proportion of those visiting the Center now are "back-log" cases whose appointments could not be scheduled earlier in the winter. It is the plan of the college administration to turn to other departments for advertising the Center's offerings as soon as there is room in the Center's schedule for this encouragement. It has been inevitable that a good many students from outside the psychology classes have visited the Center after having been told about it through word-of-mouth from fellow students.

It is important to note that there has been no compulsion brought to bear upon the veteran students to make appointments at the Center. It was the desire of the Veterans Administration officer and the faculty counselors at the Center that, aside from certain cases obliged by law to undergo processing, the students should feel no obligation to visit the Center. It was felt that the counseling was most effective in cases where the veteran dropped in of his own will. The college administration and faculty of the psychology department were once again completely cooperative in that they placed the services of the Center before the student body as a voluntary business through which none were compelled to go. The appendix<sup>1</sup> contains a specimen copy of one of the sign-up sheets for appointments as made out by one psychology instructor after he had talked about the Center to his class. Several others of the department followed suit on this idea. Quite obviously the students did not all have appointments at their own preferred times, but as far as possible the students were accommodated at the times they had specified.

This leads into another point within the history of the Center. With the change of emphasis from the disabled man to the college veteran

<sup>1</sup>See Appendix .



three months have passed since the initial effort to get psychology classes attendance to undergo processing, a goodly proportion of those visiting the Center now are "back-log" cases whose appointments could not be scheduled earlier in the winter. It is the plan of the college administration to turn to other departments for advertising the Center's offerings as soon as there is room in the Center's schedule for this encouragement. It has been inevitable that a good many students from outside the psychology classes have visited the Center after having been told about it through word-of-mouth from fellow students.

It is important to note that there has been no compulsion brought to bear upon the veteran students to make appointments at the Center. It was the desire of the Veterans Administration officer and the faculty counselors at the Center that, aside from certain cases obliged by law to undergo processing, the students should feel no obligation to visit the Center. It was felt that the counseling was most effective in cases where the veteran dropped in of his own will. The college administration and faculty of the psychology department were once again completely cooperative in that they placed the services of the Center before the student body as a voluntary business through which none were compelled to go. The appendix<sup>1</sup> contains a specimen copy of one of the sign-up sheets for appointments as made out by one psychology instructor after he had talked about the Center to his class. Several others of the department followed suit on this idea. Quite obviously the students did not all have appointments at their own preferred times, but as far as possible the students were accommodated at the times they had specified.

This leads into another point within the history of the Center. With the change of emphasis from the disabled man to the college veteran

<sup>1</sup>See Appendix A.

there was necessary a revision of scheduling to conform as closely as possible with the students' free times. During the earlier months of the Center's existence the disabled servicemen from five surrounding counties had been scheduled to start their processing early each morning with the hope that, except in extensive counseling and testing cases, the counselees could be through within one day's visit. In the fall, however, it became apparent that students' free hours during which they could most readily be scheduled at the Center were predominantly in the afternoon, when classes were fewer. When students have had an hour or two free, they have dropped over to the Center (always by appointment) for further interviewing or testing. Thus, instead of finishing in a single day, some students with crowded class schedules or outside work were forced to spend a week or more of their spare time at the Center. Sometimes the counseling has run into evening hours, but somehow there was a feeling of better accomplishment and a sense of value when the counselors spent a good portion of after-work hours with the interviewee. The disadvantage to such a prolonged scheduling for the students was that the counselor admittedly, with several cases passing through his hands each day, could not keep a complete picture of his client and his problems in mind between the original interview and the advisement which followed testing. The advantage to such a prolongation came to the student in his test-taking. Almost without exception these students have required more testing than the non-student veterans, and with a large number of tests to be administered, it was easier for the student than if he had to take them all at a single sitting. It is with the present emphasis at the Guidance Center on the college veteran in mind that this particular phase of the Center's functioning has been chosen for this study.



there was necessary a revision of scheduling to conform as closely as possible with the students' free times. During the earlier months of the Center's existence the disabled servicemen from five surrounding counties had been scheduled to start their processing early each morning with the hope that, except in extensive counseling and testing cases, the counselors could be through within one day's visit. In the fall, however, it became apparent that students' free hours during which they could most readily be scheduled at the Center were predominantly in the afternoon, when classes were fewer. When students have had an hour or two free, they have dropped over to the Center (always by appointment) for further interviewing or testing. Thus, instead of finishing in a single day, some students with crowded class schedules or outside work were forced to spend a week or more of their spare time at the Center. Sometimes the counseling has run into evening hours, but somehow there was a feeling of better accomplishment and a sense of value when the counselors spent a good portion of afternoon hours with the interviewees. The disadvantage to such a prolonged scheduling for the students was that the counselor admittedly, with several cases passing through his hands each day, could not keep a complete picture of his client and his problems in mind between the original interview and the adjustment which followed testing. The advantage to such a prolongation came to the student in his test-taking. Almost without exception these students have required more testing than the non-student veterans, and with a large number of tests to be administered, it was easier for the student than if he had to take them all at a single sitting. It is with the present emphasis at the Guidance Center on the college veteran in mind that this particular phase of the Center's functioning has been chosen for this study.

### The Physical Plant

The Veterans Administration Guidance Center at Wittenberg College<sup>1</sup> is housed in one wing of the ground floor of Myers Hall, the main boys' dormitory. As one of the improvements made in June, 1947, when an expansion in personnel was anticipated, the Guidance Center quarters were sealed off from the noisy Student Center, the campus coke-parlor and rendezvous which are on the same floor. A corridor runs through the middle of the offices, and to one side are three offices for which the Veterans Administration pays rent. The Vocational Adviser, hired by the Veterans Administration to administer the work of the Center, has his office in one of these rooms. His secretary is in the central of the three offices, and here are contained files on occupational information and a library of school catalogs built up through the combined efforts of the college counselors and the Veterans Administration. This central office is also used as a waiting room for veterans awaiting any portion of the processing. The third and inside office rented by the Veterans Administration is used for the Training Officer whose approval must be sought by the counselor on all Public Law 16 proposed programs. The Training Officer is responsible for knowing whether or not jobs suggested by the counselor are available in the locality desired. He is also acquainted with the schools approved for training and the laws of pension allotments, subsistence and tuition payments from the Veterans Administration to the claimants. The Training Officer also takes care of payment problems of the veterans at Wittenberg. He keeps files of claims made by the veterans and keeps posted on all information the veteran at the college may seek concerning his educational connection with the government.

<sup>1</sup>See Floor Plan, Appendix A.



## The Physical Plant

The Veterans Administration Guidance Center at Wittenberg College<sup>1</sup>

is housed in one wing of the ground floor of Myers Hall, the main boys' dormitory. As one of the improvements made in June, 1947, when an expansion in personnel was anticipated, the Guidance Center quarters were sealed off from the noisy Student Center, the campus canteen and rendezvous which are on the same floor. A corridor runs through the middle of the offices, and to one side are three offices for which the Veterans Administration pays rent. The Vocational Adviser, hired by the Veterans Administration to administer the work of the Center, has his office in one of these rooms. His secretary is in the center of the three offices, and here are contained files on occupational information and a library of school catalogs built up through the combined efforts of the college counselors and the Veterans Administration. This central office is also used as a waiting room for veterans awaiting any portion of the processing. The third and inside office rented by the Veterans Administration is used for the Training Officer whose approval must be sought by the counselor on all Public Law 16 proposed programs. The Training Officer is responsible for knowing whether or not jobs suggested by the counselor are available in the locality desired. He is also acquainted with the schools approved for training and the laws of pension allotments, subsistence and tuition payments from the Veterans Administration to the elements. The Training Officer also takes care of payment problems of the veterans at Wittenberg. He keeps files of claims made by the veterans and keeps posted on all information the veteran at the college may seek concerning his educational connection with the government.

<sup>1</sup>See Floor Plan, Appendix A.

At the outer end of the wing there is an outside door which gives access only to the Guidance Center. This keeps traffic to a minimum in the Center, and only those doing business with the Veterans Administration Center have reason to enter.

Opposite the Veterans Administration offices in the wing are the offices of the college-hired personnel of the Center. Small but private offices are provided each counselor. The college has also provided for each counselor a large desk, a small, individual testing table, two chairs, and a bookcase. There is no telephone connection on the college side of the Center. All phoning must be done through the Veterans Administration offices.

Besides the two counselor offices, a private office for the common secretary is provided. This is actually a corridor-way between the main hallway and the office of one counselor. The second counselor's office has been cut out of the corner of a larger office, and the ell-shaped remaining room is used for most of the testing. Here in the test room a large desk acts as headquarters for the two testers, while three sizeable tables are used for the actual testing.

The psychometrists have a pigeon-holed case for all their tests. A file drawer contains all the manuals and scoring sheets for the tests. Devices which facilitate good administration and scoring include a sixty-minute timer, two stop watches and two small Veeder counters mounted on a board. The double counters, which can be operated by two adjacent fingers on one hand, are especially useful in recording the plusses and minusses on the Strong Vocational Interest Blank.

Just outside the testing office three connected booths for testing have been built. Because they are not sound-proof and are in the drafty and comparatively noisy main corridor of the Center, they are used only when performance tests are given or when there is an overflow of business





from the regular testing room. At times when the psychometrists have been obliged to give college entrance tests to two or three prospective students at one time, and when regular counsel-inspired testing is going on within the regular test room, these extra booths have proven of value.

Although Myers Hall, home of the Center, is an old building, the college has taken special pains to make an attractive Center out of the quarters occupied by their own guidance personnel and by the Veterans Administration. New, fluorescent lights have been installed in all offices and though the windows are loose and drafty, the steam heat is at times too adequate. The noise has been eliminated as much as is practicable for a purely temporary set-up and the college has been entirely cooperative with the counselors and the government employees in providing what they have needed for a neat and efficient counseling system.

The counselor takes his original application for guidance through the Veterans Administration office at the Guidance Center. His claim file is then sent to the Veterans Administration which might fit into the total picture built up by the counselor. A transcript of the veteran's high school record may have been sent as a part of the case history, though this is not usually the case with a veteran-student in attendance at Wittenberg, as any post-secondary record is likely to have been reviewed by the admission officers of the college itself. This record is available to the counselor and is often used as a part of the background picture of the veteran. Any military service record which might be applicable to the claimant has been collected by the Veterans Administration, and is available for the counselor to study before he first starts the interview. In the case of veterans receiving a disability pension, complete information of the claim and medical reports are bound into the claimant's file.

The counselor takes his original application for guidance through the Veterans Administration office at the Guidance Center. His claim file

<sup>3</sup>See Appendix B, which contains a file of all forms pertinent to student-veterans.



from the regular testing room. At times when the psychoanalysts have been obliged to give college entrance tests to two or three prospective students at one time, and when regular counsel-inquired testing is going on within the regular test room, these extra booths have proven of value.

Although Myers Hall, home of the Center, is an old building, the college has taken special pains to make an attractive Center out of the quarters occupied by their own guidance personnel and by the Veterans Administration. New, fluorescent lights have been installed in all offices and though the windows are loose and drafty, the steam heat is at times too adequate. The noise has been eliminated as much as is practicable for a purely temporary set-up and the college has been entirely cooperative with the counselors and the Government employees in providing what they have needed for a neat and efficient counseling system.

## CHAPTER IV.

## THE COMPLETE COUNSELING PROCESS

## Appointment and Interview

One method of following through the portal-to-portal processing of any veteran client of the Center is to indicate the forms filled out in the order in which they are pertinent to the procedure.<sup>1</sup> Certain forms are used by the Veterans Administration prior to the start of the actual counseling. These particular forms are by way of getting the client started in his visit to the Center and are not, for the most part, pertinent to the counselor's task, per se. It might be well to mention at this point that at the time the counselor takes over and "starts" a case, several pertinent pieces of information may have been acquired by the Veterans Administration which might fit into the total picture built up by the counselor. A transcript of the veteran's high school record may have been sent as a part of the case history, though this is not usually the case with a veteran-student in attendance at Wittenberg, as any past scholastic record is likely to have been reviewed by the admission officers of the College itself. This record is available to the counselor and is often used as a part of the background picture of the veteran. Any in-service case history which might be applicable to the claimant has been collected by the Veterans Administration, and is available for the counselor to study before he first meets the interviewee. In the case of veterans receiving a disability pension, complete information of the claim and medical reports are bound into the claimant's file.

The counselee makes his original application for guidance through the Veterans Administration office at the Guidance Center. His claim file

<sup>1</sup>See Appendix B, which contains a file of all forms pertinent to student-veterans.







is passed on to the counselor who has a chance to review it before the claimant is introduced.

From the moment the claimant is introduced by the Veterans Administration officer to the counselor a government Form 1902 is being adhered to and built up in the mind of the counselor. This is a complete interview form which allows room for notes on the pertinent details of information necessary for successful counseling. At some points the form helps only to open up a detailed description of some part of the claimant's background which is especially related to his problem. The Manual of Advisement and Guidance published by the Veterans Administration states:

"This form is to be used solely for the purpose of recording the original data to be obtained from the client, his employers, schools, from objective tests and other proper sources, regarding subjects which should be considered in vocational guidance. The information required by this form is purely factual in character." <sup>1</sup>

The counselors have recognized from the first that any interview carried on with the formal series of printed papers under the busy hand of the counsellor would be distracting indeed to an effective preliminary interview. It was a real challenge to the counselors after memorizing the information needed on the forms to acquire skill through constant interview practice at mentally tabulating information furnished during the informal conversation by the client so that it could later be inserted under the proper headings on the form. In most instances a sheet of scratch paper is handy for such detailed items as job descriptions and dates, details of service experience, physical complaints or the essence of the problem. A special effort has been made at all times by the counselor to put the client at ease by inspiring the feeling in him that all procedure is "above board" and that in no way is anything being put over on him. Some clients, because of imagined or real mal-treatment

<sup>1</sup>Scott, Ira D., op. cit., p. 11.



in passed on to the counselor who has a chance to review it before the claimant is interviewed.

From the moment the claimant is interviewed by the Veterans

Administration officer to the counselor, Government Form 100 is being

advised to and written up in the mind of the counselor. This is a complete

interview form which allows room for notes on the pertinent details of

information necessary for successful counseling. At some point the form

helps only to open up a detailed description of some part of the claimant's

background when it is especially related to the problem. The Journal of

Development and Guidance published by the Veterans Administration states:

"This form is to be used solely for the purpose of recording the  
original data to be obtained from the client, his relatives,  
subordinates, from objective tests and other proper sources, regarding  
subjects which should be considered in vocational guidance. The  
information recorded by this form is rarely needed in character."

The counselors have recognized from the first that any interview

carried on with a formal series of printed papers under the hand of

the counselor would be frustrating indeed as an effective preliminary

interview. It was a real challenge to the counselor after mastering

the information needed on the form to acquire skill through constant

interview practice as mental interviewing information furnished during the

informal conversation by the client so that it could later be inserted

under the proper headings on the form. In most instances a sheet of

separate paper is used for such detailed items as job descriptions and

dates, details of service experience, physical conditions or the absence

of the problem. A special effort has been made at all times by the

counselor to put the client at ease by keeping the feeling in his that

all procedure is "above board" and that in no way is anything being put

over on him. Some clients, because of misapprehension or real misapprehension



during similar interviews in service, put themselves on guard when they see forms that the college counselor is to fill out. For this reason, as well as for aforementioned reasons toward establishment of an informal setting, the forms are kept within the desk as much as possible, out of view of the counselee.

### Testing Procedures

There is constant encouragement in the material published by the Advisement and Guidance Section of the Veterans Administration to make full use of the tests approved by this service. There is no positive compulsion to use these or any tests. According to a Regional Office report, published at the end of December, 1947, the average number of hours spent in testing a Public Law 16 case (usually from outside the college) is 2.4 hours per man. The average spent on Public Law 346 cases (usually college attendants) is 5.9 hours. It is therefore apparent that a paragraph on tests is more pertinent to this study than it would be if the study concerned either the average case passing through the Center or essentially the disabled case. Reason for more hours of testing for the college-attending veteran is apparent: the battery of tests is mostly verbal; most aptitude, interest, personality and mental tests devised have been developed with school situations in mind; more time can be spent with the Wittenberger in the entire guidance process than has been possible with boys attending the Center from towns up to a hundred miles away, as there is not the necessity of compressing all the interviewing and testing within an eight or nine-hour day. Many of the disabled men have their own ideas as to their vocational goals and must attend the Center for formal approval of the goals; Wittenbergers are likely to drift to the Center for help if they feel they are in genuine trouble and wish advice on solution



during similar interviews in service, but themselves on guard when they see forms that the college counselor is to fill out. For this reason, as well as for aforementioned reasons toward establishment of an informal setting, the forms are kept within the desk as much as possible, out of view of the counselors.

### Testing Procedures

There is constant encouragement in the material published by the Advancement and Guidance Section of the Veterans Administration to make full use of the tests approved by this service. There is no positive compulsion to use these or any tests. According to a Regional Office report, published at the end of December, 1945, the average number of hours spent in testing a Public Law 16 case (usually from outside the college) is 2.4 hours per man. The average spent on Public Law 368 cases (usually college attendants) is 6.9 hours. It is therefore apparent that a paragraph on tests is more pertinent to this study than it would be if the study concerned either the average case passing through the Center or essentially the disabled case. Reason for more hours of testing for the college-attending veteran is apparent: the battery of tests is mostly verbal; most aptitude, interest, personality and mental tests devised have been developed with school situations in mind; more time can be spent with the Wittenberger in the entire guidance process than has been possible with boys attending the Center from towns up to a hundred miles away, as there is not the necessity of compressing all the interviewing and testing within an eight or nine-hour day. Many of the disabled men have their own ideas as to their vocational goals and must attend the Center for formal approval of the goals; Wittenbergers are likely to drift to the Center for help if they feel they are in genuine trouble and wish advice on solution.

of some immediate educational or eventual occupational problem.

The personnel of the testing section of the Veterans Administration Guidance Center at Wittenberg comprises two women psychometrists. Veterans Administration Form #7-1902-G, Interviewer's Test Record, is used by the counselor to indicate tests to be administered, norms and forms to be used. The counselor personally accompanies the veteran into the testers' offices where the veteran is introduced to the tester who is to attend him throughout the written or performance tests being administered. The counselor usually has special words concerning the veteran with the tester so that she may have a necessary understanding of any special attentions the veteran should undergo. Each tester is responsible for the hand scoring of the tests, in addition to attending to the administration. Following is a complete list of the tests used by the Center. An asterisk beside the test-name indicates it is used more frequently among Wittenberg veterans than among the outside visitors to the Center. Tests without the asterisk are not generally used among Wittenbergers.

#### I. Mental Tests

- \*A. A.C.E. Psychological (as a scholastic aptitude test)
- \*B. O.S.U. Psychological (as a scholastic aptitude test)
- C. California Test of Mental Maturity
- D. Otis Quick-Scoring Test
- E. Army General Classification Test, First Civilian Form
- F. Wechsler Individual Intelligence Test
- G. Binet Individual Intelligence Test
- H. Chicago Tests of Primary Mental Abilities
  - \*1. W
  - \*2. V
  - \*3. S
  - \*4. N
  - \*5. R
  - 6. M

#### II. Interest Tests

- \*A. Thurstone Vocational Interest Schedule
- \*B. Kuder Preference Record
- C. Lee and Thorpe Occupational Interest Inventory
- \*D. Strong Vocational Interest Blank
- \*E. Allport-Vernon Study of Values
- \*F. Cardall Primary Business Interests Test
- \*G. Belding Specific Chemistry Interests Test



of some immediate educational or eventual occupational problem.

The personnel of the testing section of the Veterans Administration Guidance Center at Wittenberg comprises two women psychometrists. Veterans Administration Form #7-1502-G, Interviewer's Test Record, is used by the counselor to indicate tests to be administered, norms and forms to be used.

The counselor personally accompanies the veteran into the tester's office where the veteran is introduced to the tester who is to attend him throughout the written or performance tests being administered. The counselor usually has special words concerning the veteran with the tester so that she may have a necessary understanding of any special attention the veteran should undergo. Each tester is responsible for the hand scoring of the tests, in addition to attending to the administration. Following is a complete list of the tests used by the Center. An asterisk beside the test name indicates it is used more frequently among Wittenberg veterans than among the outside visitors to the Center. Tests without the asterisk are not generally used among Wittenbergers.

- I. Mental Tests
  - \*A. A.C.E. Psychological (as a scholastic aptitude test)
  - \*B. G.S.H. Psychological (as a scholastic aptitude test)
  - C. California Test of Mental Maturity
  - D. Otis Quick-Scoring Test
  - E. Army General Classification Test, First Division Form
  - F. Wechsler Individual Intelligence Test
  - G. Binet Individual Intelligence Test
  - H. Chicago Tests of Primary Mental Abilities
    - \*1. W
    - \*2. V
    - \*3. S
    - \*4. M
    - \*5. E
    - 6. M
- II. Interest Tests
  - \*A. Thurstone Vocational Interest Schedule
  - \*B. Kuder Preference Record
  - C. Lee and Thorpe Occupational Interest Inventory
  - \*D. Strong Vocational Interest Blank
  - \*E. Allport-Vernon Study of Values
  - \*F. Cardall Primary Business Interests Test
  - \*G. Belling Specific Chemistry Interests Test

### III. Aptitude and Ability Tests

- \*A. Cleeton-Mason Vocational Aptitude Examination
- \*B. Stanford Scientific Aptitude Test
- \*C. Law Aptitude Examination
- \*D. Scholastic Aptitude Test for Medical Schools
- E. O'Rourke Mechanical Aptitude Test
- F. MacQuarrie Test for Mechanical Ability
- \*G. Survey of Space Relations Ability
- \*H. Knauber Art Ability Test
- \*I. Meier Art Test

### IV. Performance Aptitude Tests

- \*A. Seashore Musical Aptitude Test
- \*B. Purdue Pegboard
- C. Stenquist Assembly Test
- \*D. Minnesota Space Relations Test

### V. Achievement Tests

- A. Tiegs and Clark Progressive Achievement Tests--Advanced Battery
- B. Iowa High School Content Examination
- \*C. Stanford Achievement Test--Advanced Arithmetic (diagnostic purposes)
- \*D. Cooperative Biology Test
- \*E. Cooperative English Test (diagnostic)
- \*F. Michigan Vocabulary Profile Test
- \*G. Purdue Blueprint Reading Test
- H. Purdue Test for Electricians
- I. Purdue Test for Machinists and Machine Operators

### VI. Personality Tests

- \*A. Inventory of Factors STDOR
- \*B. Inventory of Factors GAMIN
- \*C. Guilford-Martin Personnel Inventory
- \*D. Minnesota Multiphasic
- E. California Test of Personality
- F. Bernreuter Personality Inventory
- G. Bell Adjustment Inventory

### VII. Miscellaneous

- \*A. Cardall Test of Practical Judgment
- \*B. Wrenn, Study Habits Inventory
- \*C. Pseudo-Isochromatic Plates for Color Blindness

At frequent intervals during the testing process the veteran's results are checked with the psychometrist, and in light of these results additional scores or tests are requested. As mentioned above, the college students usually make several sessions of the tests as their study and class time must be worked around the procedure of the Guidance Center. The appointments for further tests are arranged by the testers, whereas the final appointment to see again the counselor for summary appraisal and



- III. Attitude and Ability Tests
- \*A. O'Connor-Mason Vocational Attitude Examination
  - \*B. Stanford-Binet Attitude Test
  - \*C. Law Attitude Examination
  - \*D. Scholastic Attitude Test for Medical Schools
  - E. O'Rourke Mechanical Attitude Test
  - F. MacQuarrie Test for Mechanical Ability
  - \*G. Survey of Space Relations Ability
  - \*H. Knauber Air Ability Test
  - \*I. Meter Air Test
- IV. Performance Attitude Tests
- \*A. Sessors Musical Attitude Test
  - \*B. Purdue Pegboard
  - \*C. Stenographic Assembly Test
  - \*D. Minnesota Space Relations Test
- V. Achievement Tests
- A. Tiggs and Clark Progressive Achievement Tests--Advanced Battery
  - B. Iowa High School Content Examination
  - \*C. Stanford Achievement Test--Advanced Arithmetic (diagnostic purposes)
  - \*D. Cooperative Biology Test
  - \*E. Cooperative English Test (diagnostic)
  - \*F. Michigan Vocational Profile Test
  - \*G. Purdue Blueprint Reading Test
  - H. Purdue Test for Electricians
  - I. Purdue Test for Machineists and Machine Operators
- VI. Personality Tests
- \*A. Inventory of Factors STDCR
  - \*B. Inventory of Factors GAMIN
  - \*C. Guilford-Martin Personnel Inventory
  - \*D. Minnesota Multiphasic
  - E. California Test of Personality
  - F. Barnard Personality Inventory
  - G. Bell Adjustment Inventory
- VII. Miscellaneous
- \*A. Cardall Test of Practical Judgment
  - \*B. Werns Study Habits Inventory
  - \*C. Pseudo-Isochromatic Plates for Color Blindness

At frequent intervals during the testing process the veteran's results are checked with the psychometrist, and in light of these results additional scores or tests are requested. As mentioned above, the college students usually make several sessions of the tests as their study and class time must be worked around the procedure of the Guidance Center. The appointments for further tests are arranged by the testers, whereas the final appointment to see again the counselor for summary appraisal and

interpretation of test results is made through the appraisers' secretary.

In most cases the complete record of test results is placed on the Profile Chart which, through a series of percentile bars, makes interpretation of test results graphic to the testee. The profile chart of test results is for Veterans Administration records, therefore it must be complete. Occasionally the counselor does not think it prudent to reveal some test result. In this case the result of this single test, or a certain score within a test, is placed, alone, on a second profile form which the veteran does not see. A mimeographed form for test results has been created at the Center for the recording of test scores to be kept by the Center. This is a part of the record the Guidance Center itself keeps on all Wittenberg students. A copy of this mimeographed form will be found in the appendix. Although the standard and percentile scores are copied onto this chart, no bar profile is carried over from the Veterans Administration form. It is from these mimeographed test forms kept by the college personnel at the Center that some of the material relevant to the paper-in-hand has been taken.

#### Advisement-Evaluation and Its Pertinence

After completion of the tests the claimant makes an appointment with the counselors' secretary to see the counselor for the concluding portion of his processing. The word "concluding" may be misused at this point, for it implies that the veteran, after this final appointment, is leaving the Center never to enter its doors again. Actually there has been a feeling of welcome left with the veteran-students, for a good number of them report back voluntarily on the progress they are making in the adjustments outlined with them.

The purpose of this post-testing appointment with the appraiser



interpretation of test results is made through the appraiser's secretary. In most cases the complete record of test results is placed on the Profile Chart which, through a series of percentile bars, makes interpretation of test results graphic to the testee. The profile chart of test results is for Veterans Administration records, therefore it must be complete. Occasionally the counselor does not think it prudent to reveal some test result. In this case the result of this single test, or a certain score within a test, is placed, alone, on a second profile form which the veteran does not see. A mimeographed form for test results has been created at the Center for the recording of test scores to be kept by the Center. This is a part of the record the Guidance Center itself keeps on all Wittenberg students. A copy of this mimeographed form will be found in the appendix. Although the standard and percentile scores are copied onto this chart, no bar profile is carried over from the Veterans Administration form. It is from these mimeographed test forms kept by the college personnel at the Center that some of the material relevant to the paper-in-hand has been taken.

#### Adjustment-Evaluation and Its Performance

After completion of the tests the student makes an appointment with the counselor's secretary to see the counselor for the concluding portion of his processing. The word "concluding" may be misused at this point, for it implies that the veteran, after this final appointment, is leaving the Center never to enter its doors again. Actually there has been a feeling of welcome left with the veteran-student, for a good number of them report back voluntarily on the progress they are making in the adjustments outlined with them.

The purpose of this post-testing appointment with the appraiser



is to interpret and discuss the test results and make more clear to the veteran just why each test has been given. Though some time is spent in explaining the test results to the veteran it is pointed out by the counselor that the testing is not the main function of the Center. It is made clear, in each case, that the testing is an aid in the better understanding of the veteran. It gives the counselor a more objective view of the claimant's scholastic potentialities, his personality, his special aptitudes and interests. This, together with what the counselor has been able to gather through talking with the man, forms some sort of reasonably accurate picture of the claimant in the mind of the appraiser.

After test results have been interpreted to the claimant, possible scholastic and eventual occupational plans are discussed. It is at this time that the counselor makes use of the occupational information published by the Veterans Administration, the government and the services to which the counselors subscribe.<sup>1</sup> The Dictionary of Occupational Titles<sup>2</sup> is often invaluable in giving the veteran an idea of the tasks involved in certain specialized jobs. An example of the use of the D.O.T. can best be cited through quoting the case write-up of one veteran-counselee who has visited the Center within the past month.

"The claimant, though majoring in Chemistry, has no idea of the different jobs he might fit into within this broad field of concentration. He is a senior, yet at no previous time has he felt he had the time to look into what types of work he might seek upon graduation. The chemistry courses throughout college, according to ....., have been too concerned with laboratory experiments and the formal textbook matter to find time for investigation or even mention of possible job objectives. A half-hour session with parts Two, then One, of the D.O.T. have given the claimant a better understanding of thirty-one different jobs that his particular training in chemistry would qualify him for."

<sup>1</sup>See Bibliography for complete list of publications subscribed to for occupational information by the Center.

<sup>2</sup>Dictionary of Occupational Titles, Part I, Definition of Titles, 1939, Washington, D.C., U.S. Government Printing Office.



is to interpret and discuss the test results and make more clear to the veteran just why each test has been given. Though some time is spent in

explaining the test results to the veteran it is pointed out by the counselor that the testing is not the main function of the Center. It is made clear, in each case, that the testing is an aid in the better understanding of the veteran. It gives the counselor a more objective view of

the claimant's scholastic potentialities, his personality, his special aptitudes and interests. This, together with what the counselor has been able to gather through talking with the man, forms some sort of reasonably accurate picture of the claimant in the mind of the appraiser.

After test results have been interpreted to the claimant, possible

scholastic and eventual occupational plans are discussed. It is at this time that the counselor makes use of the occupational information published

by the Veterans Administration, the Government and the services to which the counselors subscribe.<sup>1</sup> The Dictionary of Occupational Titles<sup>2</sup> is often

invaluable in giving the veteran an idea of the tasks involved in certain

specialized jobs. An example of the use of the D.O.T. can best be cited

through quoting the case write-up of one veteran-counselor who has visited

the Center within the past month.

"The claimant, though majoring in Chemistry, has no idea of the different jobs he might fit into within this broad field of concentration. He is a senior, yet at no previous time has he felt he had the time to look into what types of work he might seek upon graduation. The chemistry courses throughout college, according to . . . . ., have been too concerned with laboratory experiments and the formal textbook matter to find time for investigation or even mention of possible job objectives. A half-hour session with parts Two, then One, of the D.O.T. have given the claimant a better understanding of thirty-one different jobs that his particular training in chemistry would qualify him for."

<sup>1</sup>See Bibliography for complete list of publications subscribed to for occupational information by the Center.

<sup>2</sup>Dictionary of Occupational Titles, Part I, Definition of Titles, 1939, Washington, D.C., U.S. Government Printing Office.



This same claimant spent a few moments reading over three leaflets from the Occupational Index that concerned chemistry jobs.

Other students, during this "final" session with the counselor, are given some idea of the possibilities of graduate work that might follow their particular college course. Certain scholastic aptitude tests are generally useful prognostically as determiners of potential graduate-school success. Grades made by the claimant throughout his schooling are also considered at this point.

There has been a general feeling across the country that too many attendants in college today are confident they are heading for professional positions. Max Baer, in his "Washington Flashes," preface to the March, 1947, Occupations, says:

"Big Worry of educators here (in Washington) is whether professions can absorb torrent of college grads in years ahead."<sup>1</sup>

The counselors have been continuously on guard lest they encourage too many veterans to enter overly-crowded work fields. Though a note of discouragement has been sounded by them toward many an aspiring engineer, lawyer or physician, in no case has the veteran left the Center without some constructive suggestions as to how he might put his present education, or future B.S. or A.B. degree from Wittenberg, to good use. Certain departments within the college have been helping in guidance of majors within those departments by warning sharply against the possibilities of all specializing students finding jobs in their specialty.

The above paragraph does not, of course, pertain to all students. There are very excellent potential engineers, physicians and lawyers among the Wittenberg veterans, and these men are encouraged to go forward with their plans.

<sup>1</sup>Baer, Max F., "Washington Flashes," Occupations, March, 1947, preface.



This same claimant spent a few moments reading over three leaflets from the

Occupational Index that concerned chemistry jobs.

Other students, during this "final" session with the counselor, are

given some idea of the possibilities of graduate work that might follow

their particular college course. Certain scholastic aptitude tests are

generally useful prospectively as determinants of potential graduate-school

success. Grades made by the claimant throughout his schooling are also

considered at this point.

There has been a general feeling across the country that too many

students in college today are confident they are heading for professional

positions. Max Baer, in his "Washington Flasher," preface to the March,

1947, Occupations, says:

"Big worry of educators here (in Washington) is whether professions  
can absorb torrent of college grads in years ahead."

The counselors have been continuously on guard lest they encourage

too many veterans to enter overly-crowded work fields. Though a note of

discouragement has been sounded by them toward many an aspiring engineer,

lawyer or physician, in no case has the veteran left the Center without

some constructive suggestions as to how he might put his present education,

or future B.S. or A.B. degree from Wittenberg, to good use. Certain

departments within the college have been helping in guidance of majors

within those departments by warning sharply against the possibilities of

all specializing students finding jobs in their specialty.

The above paragraph does not, of course, pertain to all students.

There are very excellent potential engineers, physicians and lawyers among

the Wittenberg veterans, and these men are encouraged to go forward with

their plans.

1  
Baer, Max F., "Washington Flasher," Occupations, March, 1947.  
Preface.

When a veteran visits the Center for advisement under the "G. I. Bill," it is not necessary for any specific single objective to be drawn up. The Veterans Administration has long been conscious that a single-objective program of training is not a logical recommendation as a result of guidance. Several objectives are recommended on Form 1902-D, Vocational Counseling Recommendations, and the veteran signs this form merely as an indication that he and the counselor have reached agreement as to the general training path that should be pursued.

It is hoped by all personnel at the Center, and especially by the counselors, that the most valuable part of the entire processing, if a single valuable part can be drawn from the over-all picture, is the advisement-evaluation. The end of the advisement is often a summary of conclusions reached and recommendations made. This is done by the counselor, feeling that such a summary might clear up any points that were not clear in the discussion and also feeling that the last words are the most impressionable upon the mind of the claimant. These last words are not in any way summary of words of advice given by the counselor during the last session with the counselee; they are often an indication that the counselor has well understood and put together for the case report the conclusions that the claimant himself has reached, with possible suggestions or would-be helpful comments made by the counselor. In this way the interviewee should be leaving the Center with the feeling that he himself has pretty well formulated a solution to his own problem.

#### How the Student-Veterans Happen to Visit the Center

Student veterans come to the Center for counseling to a considerable extent in relation to the amount of encouragement the college or Center itself gives to them. It has been stated elsewhere in this paper





(in the development of the Center) that during the spring months of 1947 the service was short-handed in counselors and testers and that disabled men came in unprecedented numbers to avail themselves of the services offered. These men, because they were often in immediate need of assistance and because many of them have come from outlying counties rather than from on campus, were given priority. The student veterans who wished counseling during the spring were not driven away, but in many cases their appointments were deferred until early summer when the appointment book showed a slackening in numbers of urgent cases. The G.I. Billers who visited the Center in the spring had been informed by word-of-mouth from friends who had discovered the available services in other similar college-centers or had made a blind stab, hoping the Center was open to their problems, too.

In September of 1947 a committee was formed within the college faculty to bring about a recognition of the existence of the available service by the veteran students in attendance at the college. The committee, consisting of the college dean, members of the psychology department and one faculty representative from the Center, steered away from suggesting to the veterans that the service was in any way compulsory. It decided to progress cautiously by introducing the students to the available services through announcements in all psychology classes. Most of the freshmen take psychology at Wittenberg, and it was a comparatively simple task for members of that department (who were well and appropriately represented on the committee) to show the relationship between psychology and the counseling service and to point out just what value the processing might be to them. The faculty of the psychology department cooperated whole-heartedly. To date the psychology department has cooperated so effectively that no other incentive has been directed toward the student body. It is anticipated that because the psychology courses at Wittenberg





are single-semester courses there will be a considerable change in class students when the second semester starts toward the end of January. The psychology instructors plan to make announcements similar to those made during the first semester, and the resulting appointments with the Center should last well into the spring. There is already preliminary evidence at the Center that the needy disabled men are returning in larger numbers than they have in the past fall. If the influx of disabled men returns, there will be little chance nor need for special advertising among the college students for their participation in the Center's processing.

The reasons for visiting the Center are listed on the questionnaire sent to the chosen veteran students and the tabulation of these reasons follows under detailed consideration of questionnaire results.

Some of the reasons for visiting the Center are listed on the questionnaire sent to the chosen veteran students and the tabulation of these reasons follows under detailed consideration of questionnaire results. Some were in attendance at college under Public Law 345, or the G.I. Bill of Rights, and found that because they were receiving disability compensation for some service-connected injury they were eligible for more substantial and protective educational benefits under Public Law 16 (the Disabled Servicemen's Rehabilitation Act). These men, in order to effect this shift, were obliged, by law, to go through processing at the Center to make their eventual vocational objective more specific than they had been compelled to do under Public Law 345. Other G.I. Billers visited the Center under compulsion as they had been advised by faculty advisors or by a college dean to shift the set of objectives from one department of the school to another. At this point the Veterans Administration has felt the veteran needed to have a check placed on his newly chosen objective to ascertain that it was feasible in light of his background, abilities, aptitudes, personality, intelligence and interests. The "Bible" of the Guidance Center says concerning this:



are single-semester courses there will be a considerable change in class students when the second semester starts toward the end of January. The psychology instructors plan to make arrangements similar to those made during the first semester, and the resulting appointments with the Center should last well into the spring. There is already preliminary evidence at the Center that the needy disabled men are returning in larger numbers than they have in the past fall. If the influx of disabled men returns, there will be little chance not need for special advertising among the college students for their participation in the Center's processing.

The reasons for visiting the Center are listed on the questionnaire sent to the chosen veteran students and the tabulation of these reasons follows under detailed consideration of questionnaire results.

## CHAPTER V.

## PROCEDURES AND TECHNIQUES EMPLOYED IN THE QUESTIONNAIRE

## Definitive Element of Selection

It has been suggested in the previous section on the history of the Veterans Administration Guidance Center at Wittenberg that two types of questionees were chosen for expressed opinions for this study. In January, 1948, between the holidays vacation and the hectic cramming for mid-year examinations, twenty-five veteran students of Wittenberg College received a preliminary test form of a questionnaire from the Guidance Center. Twelve of these students had availed themselves of the Center's services before July 1, 1947. They were all enrolled in Wittenberg and asked for processing for one of several reasons--usually of their own volition. Some were in attendance at college under Public Law 346, or the G.I. Bill of Rights, and found that because they were receiving disability compensation for some service-connected injury they were eligible for more substantial and protective educational benefits under Public Law 16 (the Disabled Servicemen's Rehabilitation Act). These men, in order to effect this shift, were obliged, by law, to go through processing at the Center to make their eventual vocational objective more specific than they had been compelled to do under Public Law 346. Other G.I. Billers visited the Center under compulsion as they had been advised by faculty advisers or by a college dean to shift the set of objectives from one department of the school to another. At this point the Veterans Administration has felt the veteran needed to have a check placed on his newly chosen objective to ascertain that it was feasible in light of his background, abilities, aptitudes, personality, intelligence and interests. The "Bible" of the Guidance Center says concerning this:



## PROCEDURES AND TECHNIQUES EMPLOYED IN THE QUESTIONNAIRE

## Definitive Element of Selection

It has been suggested in the previous section on the history of the Veterans Administration Guidance Center at Wittenberg that two types of questionnaires were chosen for expressed opinions for this study. In January, 1948, between the holiday vacation and the hectic Christmas and New Year examinations, twenty-five veteran students of Wittenberg College received a preliminary test form of a questionnaire from the Guidance Center. Twelve of these students had availed themselves of the Center's services before July 1, 1947. They were all enrolled in Wittenberg and asked for processing for one of several reasons--usually of their own volition. Some were in attendance at college under Public Law 346, or the G.I. Bill of Rights, and found that because they were receiving disability compensation for some service-connected injury they were eligible for more substantial and protective educational benefits under Public Law 16 (the Disabled Servicemen's Rehabilitation Act). These men, in order to effect this shift, were obliged, by law, to go through processing at the Center to make their eventual vocational objective more specific than they had been compelled to do under Public Law 346. Other G.I. Billers visited the Center under compulsion as they had been advised by faculty advisors or by a college dean to shift the set of objectives from one department of the school to another. At this point the Veterans Administration has felt the veteran needed to have a check placed on his newly chosen objective to ascertain that it was feasible in light of his background, abilities, aptitudes, personality, intelligence and interests. The "Bible" of the Guidance Center says concerning this:



"This counseling will be for the purpose of indicating to the veteran what further education, if any, he should pursue in order to capitalize his potentialities and bring him to the stage where he can best function in civil life. This counseling will be directed toward encouraging veterans to shape their educational plans with a view to preparing for employment in some definite occupation, because this is one of the most essential means of effecting general social adjustment. The counseling will be designed therefore to induce each veteran to avoid embarking on an educational venture which for him would prove fruitless. It will include advising the veteran as to the selection of educational or training courses which seem suited to his needs, desires and capacities, and this advice will be based on a balanced consideration of these factors." <sup>1</sup>

Still other veteran-students visited the Center out of the suggestion of friends or because they were curious as to the procedure involved at the Center. No tabulation has ever been made as to the reasons the veterans visited the Center as expressed by them. However, Veterans Administration forms, kept by the Wittenberg Center, do yield some clues as to why most of the student-veterans visited. <sup>2</sup>

The twelve students who underwent advisement before July 1 were not, for the most part, representative of all the counselees migrating through the Center at that time. They were "extras" in that the Center was under pressure to schedule, primarily, any disabled veterans from five surrounding counties who needed the services of a counselor. Therefore these dozen chosen first-questionnaire participants visited the Center under crowded and anything but ideal counseling conditions. The over-all effectiveness of the counseling and the impression they received of the functioning of the Center, however, should be measurable on a questionnaire of the type devised for them.

This same preliminary questionnaire was sent also to thirteen veteran-students who had been through the Center within the past two months. A check with the above-recited history of the Center and an

<sup>1</sup>Scott, Ira D., op. cit., p. 5.

<sup>2</sup>See chart, Appendix A.







accompanying chart in the Appendix will indicate that these student visitors were a cross-section from among those visiting the Center during the last few months of the year 1947. The thirteen cases of recent counselees were chosen at random from among the 97 students who passed through the Center during the months of November and December, 1947. This group of students visited the Center for the same reasons as those who had visited in the early summer, but there was, in addition, a considerable increase of students sincerely interested in the functioning of the Center rather than in any benefits they might derive directly from the counseling. Reason for this has already been made apparent in Chapter III. of this paper dealing with the latter part of the history of the Center.

#### Techniques Employed

Although the word "questionnaire" has been avoided in the form presented for reply to the student-veterans, the submitting amounts to a series of questions with request for checked answers. Several books and articles have been used as guides in the development of the opinionnaire. Rules carried out in the construction of the questionnaire are suggested in the following quotations from manuals and articles consulted.

Statements set forth in Leonard Koos' The Questionnaire in Education have served most consistently as limits within the construction. At Koos' suggestion the questionnaire has been made as factual and objective as possible:

"...it may be asserted that it is only seldom that disability or unwillingness attaches to the factual portion of these inquiries; almost always it is the elements calling for judgment." <sup>1</sup>

<sup>1</sup>Koos, Leonard, The Questionnaire in Education, A Critique and Manual, Macmillan, New York, 1928, p. 105.



...in the ... will indicate that these students  
visitors were a cross-section from among those visiting the Center during  
the last few months of the year 1947. The thirteen cases of recent  
counselors were chosen at random from among the 17 students who passed  
through the Center during the months of November and December, 1947. This  
group of students visited the Center for the same reasons as those who had  
visited in the early winter, but there was, in addition, a considerable  
increase of students intensely interested in the functioning of the Center  
rather than in any benefits they might derive directly from the counseling.  
Reason for this has already been made apparent in Chapter III. Of course  
paper dealing with the latter part of the history of the Center.

Techniques Employed

Although the word "questionnaire" has been avoided in the form  
presented for reply to the student-visitor, the submitting amounts to a  
series of questions with request for checked answers. Several books and  
articles have been used as guides in the development of the questionnaire.  
But carried out in the construction of the questionnaire are suggested  
in the following questions from manuals and articles consulted.

Statement not taken in literal sense: The questionnaire is

intention have served most consistently as limits within the construction.  
At most, suggestion the questionnaire has been made as factual and  
objective as possible:

"...it may be asserted that it is only seldom that disability  
or unskillfulness interferes in the actual portion of these  
interviews; almost always it is the elements calling for  
interview."



The questionnaire has left no place for the signature of the respondent. This is in accordance with regulations toward encouraging a maximum number of replies. S. M. Corey, in a pertinent article in the Journal of Educational Psychology, states:

"...a scale which is signed is thereby at least partially invalidated."<sup>1</sup>

Katz and Allport, in their Syracuse Reaction Study, underline this same thought, admitting they expect more valid data without calling for signatures on the questionnaire.<sup>2</sup> Koos himself says about this point:

"Blanks of inquiry which may be left unsigned will often bring responses along lines which can seldom be elicited by the interview."<sup>3</sup>

The "interview" in Koos' statement is taken to mean the most subjective type of questionnaire as opposed to the most objective type of printed inquiry form. The respondent is reminded that his signature is not asked for and that all that is wanted is certain information for tabulating purposes. The number of semesters of college-level work completed, the age of the respondent, and his actual or prospective major are asked for.

Koos further suggests "intercession"<sup>4</sup> as a method of inspiring confidence that the questionnaire would be confidential in nature. No interceptive device was used in sending out this particular form. The Veterans Administration portion of the Center was willing to have the form go out under its name, but it was thought the student-veteran might cooperate more thoroughly if the accompanying letter were placed on a Wittenberg College letterhead. It was felt the Veterans Administration has

<sup>1</sup>Corey, S. M., "Signed vs. Unsigned Attitude Questionnaires," Journal of Educational Psychology, Vol. 28, 1937, pp. 144-48.

<sup>2</sup>Katz, Daniel and Allport, F. H., Students' Attitudes, the Craftsman Press, Syracuse, New York, 1930, p. 372.

<sup>3</sup>Koos, Leonard, op. cit., p. 18.

<sup>4</sup>Koos, Leonard, op. cit., p. 79.







the name of the government attached to it and that the veterans would be more immediately cooperative with the college than with the government.

One method of going about determining how to make up a questionnaire is to look at it from the receiver's viewpoint. E. G. Boring of the Harvard Psychology Department has been so encumbered with questionnaires that he and associates have published rules to determine which questionnaires to answer and which not to answer. Here is what Boring has to say in an article published in the American Journal of Psychology. The article is entitled "When and How to Reply to Questionary."

"It is plain that many ... questionnaires partake of the character of a 'nuisance'. For this reason some of us ... have drawn up ... a set of rules which constitute in a way a code of action in this matter.

"1. If the questionnaire interests you or can be answered accurately in a few minutes, reply as a matter of courtesy...

"2. Do not, in general, reply to a questionnaire issued by a person whom you know (not) personally.

...

"4. Do not reply at all if you cannot reply accurately.

...

"6. In general a request for a reply should be by personal letter to you, and not by printed or mimeographed form.

"7. Do not think that receipt of a stamped envelope for return of the questionnaire, or thanks expressed in advance, places an obligation on you to reply."<sup>1</sup>

The first suggestion above has been emphasized more than once in the literature concerning evaluations. Cole and Bigelow, in their Manual of Thesis Writing, state after years of thesis approving:

"Interviews, letters and questionnaires, unless carefully planned, will strain the patience of the men approached. Some method of introduction should always be devised which will arouse interest and win attention, and considerable tact is necessary."<sup>2</sup>

<sup>1</sup>Boring, E. G., "When and How to Reply to a Questionary," American Journal of Psychology, Vol. XXXVII, 1926, pp. 632-633.

<sup>2</sup>Cole, Arthur A. and Bigelow, Karl W., A Manual of Thesis Writing, John Wiley and Sons, Inc., New York, 1934, p. 16.





It is with the multifarious comments and suggestions above listed that the inventor of the questionnaire involved in this paper has considered the formulation of the questionnaire as a major task. The suggestion of "no signature" has been followed through. Koos' emphasis on brevity has been rigidly put to play. As attractive an introduction as possible has been devised. An incentive to reply accurately should be obvious in the multiple-choice check-type response, with the chance to add any suitable answer not suggested in the list. Although the letter sent as the first page of the questionnaire was mimeographed, the original sampling of thirty cases revealed that a large percentage were cooperating by sending back the filled-out forms and that the same type of letter, attractively short, could be used for the actual mailing. To type out 150 to 200 such personal letters would have seriously delayed a carefully timed mailing. There is no way of telling by the questionnaire returns that a self-addressed and stamped envelope helped encourage a larger percentage of replies. It has been hoped that student-veterans, in return for some free counseling, and because they were sincerely interested in helping improve the Center, would respond in such great force as they did. It is certain that the students are not daily confronted with the barrage of questionnaires that the psychologist may find piled on his desk each day. To many students a questionnaire must be a novelty they enjoy filling in. The fact they were not overly bored is indicated by the cooperation they showed in writing comments in the single subjective part of the questionnaire.

#### Who Are These Men?

A pertinent side-study has been made of data on each questioned veteran filed at the Center. The main portion of the material collected on





the veteran is sent to the Veterans Administration Regional Office Headquarters in Cincinnati. Any papers kept on the veteran at Wittenberg are in addition to the work required for the Veterans Administration and are in the interest of the veteran who might drop in without warning after having been through the Center once. It takes time to get back the records from the V.A. Regional Office in Cincinnati; it has proven worth while, a good many times, to have the skeleton record of a man on file at the Center

Information on file at the Center for each veteran-student includes a summary of advisement with significant background of the case and interview and testing results;<sup>1</sup> also there is a special mimeographed form devised by the college-side of the Center for noting all test results of student-veterans who have undergone counseling.<sup>2</sup>

From this data and from question responses culled from returned inquiries, a picture of the average veteran-counselee for each group of questionnaires sent out can be drawn. Here is the average student at Wittenberg who went through counseling before July, 1947:

He is a single fellow, living in the men's dormitory, a fraternity house, or a private home near the campus. He is a non-disabled man, attending Wittenberg under the privileges of the G.I. Bill of Rights. He is twenty-three years and four months of age and has completed more than three semesters of college work, whether that work was taken at Wittenberg, at some other campus before Wittenberg, or during service. (This fact has been ascertained from the returned questionnaires). As a pre-July visitor and as a college-attendant, he is among the minority group which was processed at this particular Center. His group comprised 27.5 of the total load of veterans passing through. The other 72.5 per cent group of veterans

<sup>1</sup>See Form 1902-H, Appendix B.

<sup>2</sup>See Appendix B.





passing through the Center were from without the campus gates. He has a major subject within the divisional field of the social studies, though the percentage of students preparing for work in the humanities or natural sciences field is close behind his own rating as a social studies major. Within the social studies he is preparing to enter the field of secondary education. This man was a high school student before entering service, and he had not, at that time, planned on attending college.

How was this man chosen as the "average" from among those sent a questionnaire who went through the Center before last July? Here are relevant figures culled from paper information on hand at the Center and from returned questionnaires from the group of students who attended the Center before July. Of the hundred students in this group, fifteen per cent are married. The single men are housed in Myers Hall, the single dormitory for men, or in a fraternity house or in a private home. Of these hundred men, 26 are disabled men now attending college under the provisions of the Disabled Servicemen's Act (Public Law 16). Two of the disabled men are divorced with a single dependent child. Eight of them have a wife with a single child, and two have a wife with two children. Six of them are married without any children.

The pre-July men attending school under the G.I. Bill have nine among them married without children, one among them with two children, and two with a single child. None have been divorced.

Thirty-six per cent of these pre-July interviewees from the college have planned on majoring in the social studies "Division." According to the Wittenberg Catalog<sup>1</sup> the Social Studies Division includes these subjects: Biography, business administration, economics, education, geography,

<sup>1</sup>Wittenberg College Bulletin, 1946-1947, Springfield, Ohio, p. 64.







history, political science, psychology and sociology. Further quoting the Wittenberg Bulletin under the explanation of Divisional Majors and Minors:

"A candidate for the A. B. Degree is required:

- A. To complete in one Division a minimum of 45 hours--to be known as a major area of concentration.
- B. To complete in each of the other two Divisions a minimum of 20 hours--to be known as minor areas of concentration." <sup>1</sup>

Thirty-five per cent of the pre-Julyers have planned on a major within the division of the Humanities. These Humanities include: American literature, art, Bible, comparative literature, English, German, Greek, Latin, music, philosophy, public speaking, romance languages.

Twenty-nine per cent of the pre-July interviewees from the campus have indicated a divisional preference in the Natural Sciences. These include astronomy, biology, chemistry, engineering science, geology, home economics, mathematics, physical education and physics. Because so much laboratory work is involved in the natural sciences the Center's representation of this major group is probably not in line with the actual number of veteran-attendants at Wittenberg. There is less time for these men to be counseled. There is little doubt that they need counseling as much as, if not more than, some of those majoring in other fields. The crowded conditions of work in the occupations into which these men are headed--engineering and medicine in particular--need to be brought out pointedly to the veterans heading for these vocational fields.

Though the average man from the college counseled before July is 23 years and four months old, the age span or range of these veterans is between 19 years nine months and thirty-four years five months.

The major job classifications<sup>2</sup> have been used for tabulating the types of pre-service occupation the claimant held. Of the chosen hundred

<sup>1</sup>Wittenberg College Bulletin, p. 66.

<sup>2</sup>Dictionary of Occupational Titles, United States Department of Labor, United States Employment Service, Washington, D.C., p. XXIII.







veteran-students of the pre-July category, twenty-seven were high school students before entering service. Four more were drafted out of college work. Twenty-one were in sales or clerical positions before service. A single man from this group held a skilled-trade job and fourteen were in semi-skilled work, mostly in a war production job as machine operators. Seventeen of them were in unskilled laboring jobs. A single man held a managerial position and two others were in semi-professional work. Eight were in service work, domestic, personal, protective or building. Five had been working on the farm or in similar "natural" tasks. None were employed at the professional level.

A true interpretation as to the significance of these figures can only be drawn by comparing them to the group of students who have undergone counseling within the past couple of months at the Center. How were the recent college-attending veterans occupying their time before the war? There was less chance that he was a college student but more chance that he had been attending high school than the man who underwent counseling before July. This is in line with this recent counselee's college status (freshman, sophomore, junior, senior) and age. By the accompanying chart in the appendix it is apparent that more recent advisees have passed through fewer semesters of college than the previously chosen questionees. Average number of semesters completed for these men is 3.1, and a large number of these men were in their freshman year. Reason for this has been explained above in a discussion of how psychology classes--mostly elementary and containing freshmen--were called upon to comprise the bulk of the students counseled. It will be noted by an inspection of the appendix chart that some of the recently interviewed college men had not finished their first semester of college. The pre-July cases, of course, by the time the questionnaire was sent to them in January or February of this year, had passed through one or two more semesters beyond the time they were counseled.







The chart also indicates that the veteran passing into his junior and senior years at Wittenberg does not pass beyond the stage where he needs counseling.

The Center has handled men during the past few months, both from within and from without the college, who are younger in age than the former veterans counseled. Many of the recent advisees saw all their service time since the war, and a considerable number were in service for less than a single year. Because they were younger they had a better chance of entering service directly from high school. Of the one hundred recently counseled college students, 43 or almost half entered service from high school, and only seven of these had anticipated college entrance by taking the academic course. A single veteran had been in college and left to enter service. Fourteen held sales or clerical jobs. Eight had worked on the farm. There were no skilled tradesmen who entered the service and who then have attended college and been counseled within the past few months. Nineteen fall into the semi-skilled job classification, and once again most of these men marked time before entering service by doing machine-operation tasks. Twelve held unskilled jobs before service. Three were in some type of home, personal, protective or building service work. None were in either the professional or semi-professional fields of employment.

From among the hundred chosen recently-attending veterans from the campus a single one has been married, had a single offspring, then been divorced. Once again this case is a disabled man, attending college under Public Law 16. Seventy-nine of them are independent single men. Two are married with two youngster dependents and six are married with a single issue. There is a slight decline in the number of dependent children represented in these recent college counselees. An even dozen vets who have visited the Center recently are married but have no children.



The chart also indicates that the veterans passing into his Junior and senior years at Wittenberg does not pass beyond the stage where he needs counseling.

The Center has handled men during the past few months, both from within and from without the college, who are younger in age than the former veterans counseled. Many of the recent advisees saw all their service time since the war, and a considerable number were in service for less than a

single year. Because they were younger they had a better chance of entering service directly from high school. Of the one hundred recently counseled college students, 45 or almost half entered service from high school, and only seven of these had anticipated college entrance by taking

the academic course. A single veteran had been in college and left to enter service. Fourteen held sales or clerical jobs. Eight had worked on the farm. There were no skilled tradesmen who entered the service and who then have attended college and been counseled within the past few months. Nineteen fell into the semi-skilled job classification, and once again most of these men marked time before entering service by doing machine-operation tasks. Twelve held unskilled jobs before service. Three were in some type of home, personal, protective or building service work. None were in either the professional or semi-professional fields of employment.

From among the hundred chosen recently-attending veterans from the campus a single one has been married, had a single offspring, then been divorced. Once again this case is a disabled man, attending college under Public Law 16. Seventy-nine of them are independent single men. Two are married with two younger dependents and six are married with a single issue. There is a slight decline in the number of dependent children represented in these recent college counselees. An even dozen vets who have visited the Center recently are married but have no children.

The chart included in Appendix A demonstrates that sixty-four out of a hundred veterans visiting the Center have been from the college rather than from outside the campus. This represents an increase of 36.5 per cent in college cases over the group presenting themselves at the Center before last July.

By way of summary of these few figures presented, it is apparent that the most recently counseled veteran is younger, has completed less semesters in college, has a better chance of having entered service from high school, is more likely to be single or, if married, has less children than the student-veteran who participated in the services of the Center before last July. He has also been the more representative veteran at the Center than in the minority as he was last spring.

#### Efforts Made to Get More Enthusiastic Response Beyond the Original Letter Sent to Veteran-Students

##### A. Follow-up Postal Sent

In March, "delinquent account" postals were mailed to eighty student-veterans who had not returned their questionnaires. Copy of the message typed to these students on a penny postal is reproduced herebelow:

Dear \_\_\_\_\_:

Would you please look under your pile of textbooks and term papers on your desk, find that three-page mimeographed inquiry form from the Wittenberg Guidance Center, and fill it out and return it right now? If by chance you have mislaid your copy, we'll be glad to see you at the Center for another.

I'm sure you'll help.

*Robert E. Belding*  
Robert E. Belding,  
Counselor





Returns brought from this postal-prod were sufficient to make a total response of seventy-one per cent. Forms were still dribbling in from the original mailing when the postal was mailed, so it is difficult to estimate just how many replies were sent in as a result of the postal alone. Very roughly it can be stated that between sixteen and twenty-two returns came directly as a result of the postal prod.

#### B. Letter and Fresh Inquiry Blank Sent as Final Prod

Just ten days after the postal had been mailed to those veteran-students who had failed to respond, a final letter was initiated and mailed to fifty-eight veterans who had still failed to be stirred by the former requests. Enclosed with this letter was a second copy of the inquiry form. Here is a copy of the letter typed individually to each of these "procrastinating delinquents."

Wittenberg College  
Guidance Center  
April 5, 1948

Dear \_\_\_\_\_:

We are sure it has been an oversight on your part that the inquiry form mailed to you by us more than a month ago has not been returned. You will find enclosed another copy of the inquiry in case you have mislaid the first one sent you. Would you give the form a new start right now, fill in the questions asked, and return it to the Guidance Center in the attached self-addressed and stamped envelope?

Other veterans who will be undergoing the counseling process here will benefit by your own suggestions offered. Plans are already well under way to improve the services offered to veterans at the Guidance Center, and your own responses will be taken into consideration in making things better for your own buddies who may pass through here in the future.

Fellow veterans have been very cooperative, as three out of every four sent the form have returned it.





Would you please help to make it a one hundred per cent return?

Confidently,

*Robert E. Belding*

Robert E. Belding,  
Counselor

Last-minute counts on the number of responses brought from this final appeal show that eight students have answered as a direct result of this written appeal. This brings the total number of responses to just seventy-five per cent, or 150 in number. It is on the basis of these total responses that the figures quoted in the following chapter of findings have been compiled.

There is a noticeable amplification of comments made by students, especially the work done during the last July. The national questionnaire was identified as pre-July because of a pre-existing underlining of a group of important words on the front page of the questionnaire. The same recently interviewed the last time these words appeared as their questionnaires.

Many of these comments are quite important by themselves, but only by reporting that all are a true picture of the indifference of the student to the situation. All comments have been bearing on the student's feeling. Comments very pertinent to the direct improvement of the functioning of the student center will be included in an exhibit (e) which will be included in the final report. These comments will later be brought into a

As indicated in the last chapter, this is later referred to and repeated in the chapter entitled "Conclusions and Recommendations."





## CHAPTER VI.

REPLIES TO THE QUESTIONNAIRES - A LISTING OF ALL COMMENTS  
TOGETHER WITH PERCENTAGE AND IMPLICATIONS OF YES AND NO RESPONSES

## Responses From Those Interviewed Before Last July

In sorting the comments contributed, there was a noticeable difference in the length and number of comments between the forms returned from the pre-July interviewees and the recently interviewed men. The more recent counselees were freer and more lengthy in their comments than the former counselees. The explanation on this tendency in returns should be obvious: because the men who have undergone guidance more recently remember the Center's functioning and its specific contributions and shortcomings more clearly, they were more willing to make comments. Actually there were sixty-eight comments from the pre-July respondees and eighty-three from those undergoing advisement more recently.

Here is a systematic compilation of comments made by student-veterans who were interviewed before last July. The returned questionnaires were identified as pre-Julyers because of a pre-mailing underlining of a group of important words on the front page of the questionnaire. The more recently interviewed did not have these words underlined on their questionnaires.

Many of these comments may appear irrelevant by themselves. But only by reporting them all can a total picture of the deficiencies of the Center be established. All comments have some bearing on the Center's functioning. Comments very pertinent to the direct improvement of the functioning of the Guidance Center will be signaled by an asterisk (\*)<sup>1</sup> within the comments. These asterisked items will later be brought into a

<sup>1</sup>An asterisk indicates this item is later referred to and repeated in the chapter entitled "Conclusions and Recommendations."



REPLY TO THE INTERVIEWER - A LIST OF THE  
QUESTIONS AND ANSWERS IN THE INTERVIEW

INTERVIEWER: These interviews were held on

in 1941, the first of which was held on

the second of which was held on the

returned from the first interview and the second interview was

the more recent interview was a first interview in which

than the first interview. The explanation of this tendency is

which is obvious: the first interview was held on

recently received the first interview and the first interview

and photographs were taken, they were more willing to

actually there were six of the interview from the first interview and

of the first interview from those who were interviewed and recently

there is a tendency to neglect the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

of a group of interviewers on the first page of the interview. The

and the first interview was held on the first interview

and the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

and the first interview was held on the first interview

final discussion of specific improvements to be made based on comments.

A reference to the mimeographed questionnaire appended will show that question I.A included seven numbered subdivisions. Here are the ten answers filled in by veterans in item seven of I.A called "For any other reason?" (did you come to the Guidance Center):

"Orders from V.A." (likely because of poor college grades or inappropriate major)

"V.A. order under P.L. 16."

"Sent by Ohio State Employment Service."

"I heard of it and thought it could help me."

"Public Law 16, required."

"To receive benefits under Public Law 16."

"To see if I had picked the correct field."

"I really wanted to find out if I were pursuing the right courses here in school."

"To see if my choice of profession would correspond to the findings."

From the above answers it is clear that another reason for visiting the Guidance Center should have been listed for encirclement: "Because of compulsion under Public Law 16." Men forced to go through counseling under Public Law 16 have not received the type of guidance the Center would prefer to give; guidance under compulsion does not establish the most cooperative and highly desirable type of relationship between the counselor and claimant. Both counselors at the Center have felt that the most effective guidance has been done with those cases in which the claimant came of his own volition.

TABLE A: Reasons for Visiting the Center

Suggestion of Faculty Adviser	Curiosity	Own Accord For Help	Instructor's Advice	Suggestion of Personal Friends
1	5	24	8	6



final discussion of specific improvements to be made based on comments.  
 A reference to the mimeographed questionnaire appended will show  
 that question I.A. included seven numbered subdivisions. Here are the ten  
 answers filled in by veterans in their answer of I.A. called "for any other  
 reasons?" (did you come to the Guidance Center):

"Orders from V.A." (likely because of poor college grades or  
 inappropriate major)

"V.A. order under P.L. 18."

"Same by Ohio State Employment Service."

"I heard of it and thought it could help me."

"Public Law 18, required."

"To receive benefits under Public Law 18."

"To see if I had picked the correct field."

"I really wanted to find out if I was pursuing the right  
 course here in school."

"To see if my choice of profession would correspond to the  
 findings."

From the above answers it is clear that another reason for

visiting the Guidance Center should have been listed for emphasis:

"Because of confusion under Public Law 18." Men forced to go through

counseling under Public Law 18 have not received the type of guidance the  
 Center would prefer to give; guidance under compulsion does not establish  
 the most cooperative and highly desirable type of relationship between the  
 counselor and client. Both counselors at the Center have felt that the  
 most effective guidance has been done with those cases in which the  
 client came of his own volition.

TABLE A: Reasons for Visiting the Center

Suggestion of Faculty Advisor	Curiosity Own desire For help	Instructor's advice	Suggestion of Personal Friends
1	5	24	3
			5

Tabulation of the encircled responses under section I.A of the form discloses that a single claimant visited the Center at the suggestion of the faculty adviser (actually there have been several more). Five admitted it was curiosity that drove them to guidance. Twenty-four visited on their own accord because they thought the Center could be of assistance in some problem and eight visited because of advice from an instructor (some of these instructors may have suggested guidance in their capacity of faculty adviser). One was interested in psychology and had this as reason for a visit. Six visited through propaganda from personal friends. The rest did not indicate why they visited.

Question I.B on the inquiry form leaves place for comment after this interrogation: "Did you make your original appointment with a minimum of difficulty?" Comments made number three:

"Yes, however a few times other interviewees overlapped into my time allotted." (There never has been time "allotted" at the Center.)

\*"Most rapid government service yet."

"No difficulty at all."

One of these comments was reasonable criticism. Occasions of excessive waiting are rare. Phone answering is inevitable. The Center has bent over backwards to be of service to veterans at their own most convenient time. This has occasionally resulted in interruptions and overlappings, and the individual who ran into this condition had no reason to know it was not the usual type of lack of good service. Other comments were complimentary.

TABLE B: Number of Students Feeling They Did and Did Not Run Into Difficulties in Making of Original Appointment for Interview.

Did Not experience trouble in appointment.

DID

61

3



Tabulation of the enclosed responses under section I.A of the form discloses that a single claimant visited the Center at the suggestion of the family adviser (actually there have been several more). Five admitted it was curiosity that drove them to guidance. Twenty-four visited on their own accord because they thought the Center could be of assistance in some problem and eight visited because of advice from an instructor (some of these instructors may have suggested guidance in their capacity of family adviser). One was interested in psychology and had this as reason for a visit. Six visited through propaganda from personal friends. The rest did not indicate why they visited.

Question I.B on the inquiry form leaves place for comment after this investigation: "Did you make your original appointment with a minimum of difficulty?" Comments made number three: "Yes, however a few times other interviewees overlapped into my time allotted." (There never has been time "alotted" at the Center.)

"Most rapid government service yet."

"No difficulty at all."

One of these comments was reasonable criticism. Occasions of excessive waiting are rare. Phone answering is inevitable. The Center has bent over backwards to be of service to veterans at their own most convenient time. This has occasionally resulted in interruptions and overlappings, and the individual who ran into this condition had no reason to know it was not the usual type of lack of good service. Other comments were complimentary.

TABLE B: Number of Students Feeling They Did and Did Not Have Data Difficulties in Making of Original Appointment for Interview.

Did Not experience trouble in appointment. Did

31

The above table indicates the number of favorable and unfavorable responses to the question about ease of making original appointment. Often if one veteran had difficulties, it was because some other veteran had failed to show up for his appointment on time.

Question I.C reads: "Did you feel you did an undue amount of waiting for any part of the processing?" The two comments made by pre-Julyers under this item were:

"Once I started taking the tests everything went along fine."  
(This may be interpreted as an implication that the original talk with the interviewer was agony.)

"For the amount of work they had to do I think they did very well."

An elaboration on the first comment would have been more helpful toward an improvement of the Center's functioning.

Fifty-nine encircled the "No", indicating there was little waiting, whereas a single interviewee encircled "Yes."

The next sub-question read thus: "Did you feel the personnel at the Center welcomed you cordially and were genuinely interested in your problem?" The four comments follow:

"Definitely fine job. Hope the service continues."

\*"Not necessarily personally interested, but doing the job they were supposed to do very well." (a serious criticism indeed)

"They were all most helpful and considerate."

"My answer (yes) refers to Mr. Miller only. He seemed to me the only sincere person there."

These are among the most critical remarks listed by the veterans. The personnel were glad to know through use of the comment space that their services were appreciated, but they were not happy to know that their own sincerity was not felt throughout the counselee's experience with the Center.





Unanimously among the "yes,no" encirclings on this question there were complimentary answers.

Question I.E states: "Did you feel you were 'at ease' at the Center so you could talk freely with the counselor?" There were three comments made under this inquiry:

\*"A few of the times there was no privacy. Others in the same room should not hear what another veteran's special problems are."

There is a frivolous and unhelpful suggestion that the counselor was putting on a vaudeville act in one comment:

"More or less like a father-son routine."

Comment from a psychology major in his senior year:

"The rapport was fine."

Since the time the majority of the pre-July counselees went through advisement, there have been physical improvements made which eliminated much noise and created a better feeling of privacy. However because of poor air circulation and a lack of properly distributed radiators, there are still reasons for keeping doors open during interview and test sessions. Counselors have tried to be discrete in this matter, and have interviewed behind closed doors where it seemed wise. Plans can be made, however, which could make the interviewee feel he was not broadcasting his problems throughout the Center.

Encircled responses for this "at ease" question showed that only three of the sixty-one marked answers were negative.

Under section I.F there was no comment made. Those who felt the counselor gave enough explanation about the tests before administration numbered forty-nine. A single respondent indicated that there was insufficient explanation.

Section Two (II) concerns the discussion of test results and divulgence with suggestions on the complete problem. The questionnaire





gives no room for comments under each sub-item but gives adequate space for any general or specific comments after the five questions. "Any comments on any of the above statements?" Here are the general comments for this section:

"Results of advisement and tests reaffirmed valuable interviews and tests I took before the war."

"I believe the interview was a help in determining in which field I was best suited. It helped me verify what I was already pretty sure of."

"It seemed to me that the person in charge of the testing did not keep strict attention to the time allowed for testing."

\*"I think those tests (which ones?) can be pretty well swayed the way the applicant wants them."

"I felt that Mr. Miller did a fine job."

"I received my testing program at another center. The tests were forwarded here. The counselor talked over my problem, then did a very satisfactory piece of interpretation of tests and ended up by throwing a lot of beneficial light on my problem. A smooth and adequate job of counseling."

"The results are too general. I wanted them to show me the only job I could do: they showed at least a dozen jobs I could fit into." (The counselors are not dictators.)

"The counselor was fine and knew this work."

"I learned nothing new about myself as far as my likes, dislikes and abilities were concerned."

\*"The counselor did not get to the base of my problem because of lack of knowledge about a highly specialized field."

\*"When I took the specified tests the person in charge was talking to other men taking the tests and on another occasion was continually talking to her helper in the office. This was very distracting."

"At time of my visit the offices were being remodeled but the prevailing conditions were the best possible."

"At that time there was no partition so there was a lot of noise."

"Would not say best possible conditions, but good enough."

"Tests were of some value because I was fairly sure of my vocation but I wanted to see if I had enough qualifications for it."





"In most cases test results merely confirmed my own self-evaluation."

\*"Tests were not infallible and I could 'see through' some tests of which fact I necessarily took cognizance."

\*"At time I visited the Center for counsel on college courses, the guidance man didn't even have a Wittenberg catalog to consult. My problem was essentially one of courses to take for my chosen divisional field."

\*"The interest tests were inadequate in that I was interested in a series of intelligence tests."

"He helped me as much as he could; he didn't get to the base of my problem; nobody has ever come close to it; I have paid out hundreds of dollars for someone to discover my problem; I haven't the slightest idea what it is myself. I'm quite sure it is either physical or mental."

"Is it fair to compare a senior majoring in English with a freshman majoring in math?" (The claimant might have helped had he elaborated on this remark.)

Of these comments written by the veterans, five were definitely complimentary, five were questionable in that they were too sparing of words as to just what was meant, three were clearly uncomplimentary but unconstructive, and one was unjust.

TABLE C: Percentage of Responses Under Each Sub-head Within the Item

"II.A. On the basis of interview you may have been given certain tests. Then you talked over test results and discussed your problem with the counselor."

Did you feel tester gave enough attention?		Did you feel quietest test conditions prevailed?	Counselor gave enough time?
YES	92%	68%	94%
NO	8%	32%	6%
Did you feel tests were of:		great value	some value
		21%	62%
			little value
			17%

Ninety-two per cent felt the testers gave sufficient personal attention to them, two-thirds felt the testing rooms were quiet, but the





other third were pointing out a serious lack of the Center--proper testing conditions. This is the first remedy that must be undertaken in an improvement of the Center. Only fourteen thought the tests alone were of great value and eleven felt they were of little value. Most (forty-three) felt they were of some value. This is somewhat in line with what the counselors had hoped--that student veterans who have gone through the Center do not feel that tests are everything but that they fit in as a part of the complete advisement picture.

As answer to the question "Did you feel that the counselor gave you enough time?" one respondee wrote:

"My counselor was Mr. Miller. He had such a deep interest in my problems that I was beginning to think he had the problems and I was the counselor--a very good man."

Four felt that the counselor was stingy with his time and an even three score felt he was generous.

The next question reads: "Did you feel the counselor got to the base of your problem or did you believe the interview itself was inadequate and superficial?" A solitary response was written to this question.

\*"Not enough information given relative to the future or importance of a veteran's field of study. Too many veterans are going into a field of study for which they are not suited. A check on student's college grades would give counselor basis for a reprimand. Why shouldn't counselor see that G.I.s are getting most out of college?"

Thirty-two felt the counselor got to the base of their problems and six felt otherwise. The rest did not express themselves on this checking question.

Roman numeral three (III.) of the inquiry form concerns the total effectiveness of the Center. Here are quotations made concerning the overall effectiveness:

"I'm very much pleased with the work the Center did for me."

\*"A better place or facilities to take tests without disturbance and interruption."





"My discussion of vocational possibilities after graduation was of great value in helping me with my problem."

"The Guidance Center was excellent in every respect to my experience with it."

"Your continued desire to be of help has been shown by your inquiry form. There's little wanting in the complete picture of your service. If you can do as well by others as you have by me, vive le centre."

And the other extreme:

"I cannot see what good the Guidance Center is doing as far as educational and vocational guidance are concerned."

"My compliments to the Center and its fine staff. My contact with them was worth, many fold, the time I spent. I'd advise and encourage all veterans to take advantage of the guidance offered. Thank you for the good job in my case." (from a psychology major)

\*"Three or four conferences would have been more meaningful than the two I had."

"Very well worked out as long as the subjects I've chosen do not fall out of my curriculum."

Here are specific comments on subquestions of Section III of the questionnaire. Question A reads: "Are your studies directed toward the occupational goal or goals suggested and worked out between you and the counselor at this Center?" Responses read:

"The decision was only on general lines."

"Thanks to you my major was changed. I am very satisfied and certain that now I'm studying what I'm capable of doing and what I like to do."

"Partly."

"I really don't know what I want to do after graduation."

"My counselor gave me very good advice."

"My college major at present is fine arts, only because I cannot major in my real interest at Wittenberg."

"I had already chosen my goal and the counselor agreed with my choice."

"I still am interested in this field." (engineering)





One of these comments indicates an effective job of guidance was done; five are not helpful in determining effectiveness, and one reflects a feeling that a poor job was done. As for the actual total encircling of "yes" and "no" on this question, thirty-six indicated a positive answer and only five a negative. Much help might have been given to specific improvement of the Center had the comments been less vague.

Question III.B is: "If you have changed your ideas as to your goal since the conference, please tell briefly what changes have been made and what you now plan to have as your college major." Comments under this item are generally to the point:

"Instead of continuing with major in business ad with selling objective, I have quit school and am successfully selling without further undergoing the rigmarole of a formal education with so much irrelevant subject matter forced upon me." (Indicative of the impatience for a practical education desired by so many G.I.s.)

"No change, just a coagulation of my vocational desires."

"Business Ad as major--substituted Pol. Sci. in lieu of Econ. as a minor. This was in accord with counselor's suggestion and is an improvement for me."

"I am going into the same general field but a different branch."

"The tests showed interests and aptitudes in music, and since then I have discovered that my real talents are in art."

"I was majoring in engineering but I couldn't choose between civil and mechanical. After taking tests and after discussing this with the counselor I am now directing my efforts to civil engineering."

"On the basis of the interview, with proper proportion of consideration of test results, my goal has been enlightened in the psychological field and its possibilities."

A single comment indicated the Center was ineffective in its guidance. One response was vague in determining whether or not the services were helpful. One showed that the respondent might benefit by a return trip to the Center. Five indicated that effective guidance was







offered.

The third sub-question under total effectiveness of the Center reads: "Are you undecided as to your goal?" Three comments were listed under this inquiry:

\*"I am undecided in what field but not in what phase."

"I have a few different jobs in mind."

"What is ment by goal?"

Two of the answers listed here are not clear enough to tell whether the guidance was good or bad. The last answer indicates, besides the claimant's inability to copy proper spelling, that there was room for clearer definition of terms within the questionnaire. It is a definite criticism of the form of the questionnaire itself. Nineteen respondees answered "yes" in their uncertainty as to their goals. Thirty-one answered "no". There is no doubt that some of the "yes" answers might benefit by a return engagement at the Center.

Following is a table indicating in what areas of guidance the claimants felt they might have received more assistance:

TABLE D: Number of Students Who Felt the Center Might Have Helped Them More in Certain Areas of Guidance

In Home Problems	In Educational Problems	In Community Relations	In Vocational Problems	In Personal Problems
3	12	3	15	14

From the above table it is apparent that the Center might have helped three gentlemen more in their particular home problems and a dozen in educational problems, three in community problems, and fifteen in vocational plans. Fourteen indicated they had pressing personal problems which the counselor might have helped. Problems in educational adjustment may eventually be vocational in nature; there is no doubt that the Center would do well to focus its improvement in type of guidance offered on the







vocational sphere. Perhaps some of these former counselees could get more definite vocational help at the Center today than they were able to get before last July. Since that time the occupational library has expanded three-fold and it has become more easy to use, both by a counselor and by the inquisitive counselee.

In response to the question "Do you think the Guidance Center (1) threw light on your problem? (2) helped you moderately? or (3) completely befuddled you so you don't know which way you are going?" the answers lined up as follows: twelve had light thrown on their problem; thirty-one were helped moderately; and a single individual was left befuddled.

In most instances respondees have been able to put the finger on one or two of the most effective services the Center had to offer. Twenty-six felt the interpretation of test results alone was most helpful; twenty-three checked discussion of possible educational or vocational plans. Although the occupational library has been thoroughly thumbed over both by counselors and by interviewees only one respondee indicated this was the single valuable service offered. Six felt that review of specific employment prospects after completion of education was of value to them. In this review there has almost invariably been reference to the occupational files, yet only a single person pointed out the value of the files per se.

Although the Center has accumulated a sizable library of school catalogs, many of them acquired for help to a specific individual, no student felt that this service was sufficient value to check the response.

Seven veterans admitted the Center had been of value in giving them a chance to relieve their chests of some gripe or pressing problem.

Responses in comment form from the pre-July category are particularly significant within the section which measures the complete effectiveness of the Center's functioning. It is from this section that the writer







of this paper can ascertain any long-range effectiveness of counseling. True, it may be a little early to measure adequately the over-all picture of guidance at this Center. A questionnaire sent out in another year would be a more accurate measure of long-range value. There are significant responses given by the pre-July inquirers which indicate, even at this early date, that there is belated recognition of the value of the guidance services offered. Here are comments from returned inquiry forms which are encouraging in displaying the Center's effectiveness at least seven months after interview:

- \*"I couldn't realize it last spring, but I know now that you did well to advise me to take education courses with my social studies major. I now feel that the best thing I can do with my major is teach it. I've just done my practice teaching and liked it immensely. I'm quite sure pedagogy is the thing for me."
- \*"Mr. Miller somehow saw far beyond what I could about my own abilities and interests. He advised me to attend art school rather than Wittenberg--a liberal arts institution. I did well to change at his suggestion. Otherwise I'd still be misfitted into too varied a curriculum when what I really want is concentration on art."
- \*"Frankly until I received this questionnaire I hadn't thought that it was actually your guidance which set me on the right track, scholastically."
- \*"Dr. Ullman was vehement and almost unfriendly in his suggestion that I change my major from education to business administration. I resented being told so frankly, but now I'm glad he pointed his finger at me the way he did. In light of my Navy background especially I'm better suited to what I'm now heading for. Dr. Ullman did his advising mostly on my personality. Now I see where he's right."
- "From pre-engineering to math teaching major. I'm sure I'll have good chance of finding suitable work, though I was uncertain about the change when you suggested it."
- "My foreign language major has become domestic as suggested by counselor. I feel better now."
- "My change from psychology major to history has been a good one. Since last February, when I saw you, my point average has zoomed and my worries lowered. As you said, my dozen hours in psych. can always be put to good use."







"Your advice came almost too late. The quick shift from accounting to sales emphasis helped me get the selling job I now have and like."

"At the counselor's suggestion I've investigated the dozen forestry schools he named and have definitely planned on attending Univ. of Oregon. I believe that's the school he said would be the best for my particular forestry interest."

General comments found at the end of the questionnaire and mostly concerning total effectiveness are here listed:

\*"Might have given more definite advice as to prospects and wages in the field I wanted information on."

\*"Little stress placed on specific employment prospects. Maybe nobody knows in my particular field." (did not name field)

"Counselor offered a half dozen job possibilities. I wanted a single and specific goal." (Too specific guidance is not the function of this Center.)

"My ideas and goals have not changed but I feel that it is so much red tape to attempt to classify a person's goal according to a book of occupational numbers. This is, of course, not a fault of yours. I think guidance should be toward a general end and not a specific goal. I realize the law of the V.A. states that a single life-time occupation must be set for me as there is but one job I can possibly do because I lost the little finger on my left hand in combat. I think your own guidance is excellent, but I can't agree with the government when they say that because I'm disabled there is only one job out of 40,000 that I can hold."

In this last comment the claimant is right. He had an opportunity to use the unsigned questionnaire for blowing off steam, but his remarks are of no real help in rendering the services offered more efficient or effective. These comments in general are helpful in indicating to the counselors where they might put more stress in their discussions.

Although no veterans were asked to sign their names, some of the more critical remarks came from those who deigned to sign. There is a feeling that those who signed were very sincere in their remarks. Four of the pre-July men affixed their signatures.

The chapter of this paper entitled "Who Are These Men" gives tabulations and interpretations from the last inquiries of the





questionnaire. These concern the age, number of college semesters completed, and major field of studies. Also there is in the appendix a graphic representation of results from these same questions.

#### Responses From Those Interviewed Recently

Of the returned questionnaires eighty-three, or well over half, were from student-veterans who have been through guidance at the Wittenberg Center during the past few months of operation. The majority return from this group goes along with the fact that there are more comments from the recently interviewed. The experience at the Center is closer at hand and the interest is still more active than in some of the boys who visited before last July.

Following is a tabulation of both the comments and the encircled or checked answers on the questionnaire. These include only replies from the recently interviewed student-veterans.

TABLE E: Reasons Given For Visiting The Center

Suggested by fac. adviser or dean	Out of curiosity and on their own	Suggested by an instructor	Because of interest in psych.	Suggested by friend	Other reasons
11	34	21	7	4	4

Eleven men visited the Guidance Center at the suggestion of a faculty adviser or dean. The faculty advisers and deans have taken increased interest in the Center within the past few months. Note that only one student from among the pre-July group visited the Center at the suggestion of a faculty adviser or dean. The Center, as stated before, was publicized as a college service when the school reopened in September, and there has been increased cooperation from both faculty and administration since that time.





No student from among the recently counseled admits visiting the Center out of sheer curiosity. Thirty-four visited for advisement of their own accord because they felt the Center could help them with some problem. Twenty-one were sent at some instructor's suggestion. Many of the students who heard about the Center directly from the faculty were in psychology classes, and seven visited because of their admitted interest in psychology. Four came at the suggestion of a friend.

Four came for "other reasons":

"To find out definite weaknesses."

"Wanted to for my own sake."

"To get an idea of my true capabilities--scientifically reliable ideas."

"At the advice of the V.A."

Question B under Section I asks: "Did you make your original appointment with a minimum of difficulty?" The written comments were as follows:

"My appointment, interview and counseling were done with a minimum of difficulty."

"Everything seemed to be very well organized."

"Surprisingly little trouble in making appointment."

"Considerate primarily of my own free time. A genuine and old-fashioned example of good service."

"All persons were very polite and helpful."

"I was very surprised at the unusual lack of formality which one usually has to go through to get something done by a number of persons."

Included in these comments is one of the finest compliments that could be received. All these written comments were on the complimentary side. None were particularly helpful in giving ideas as to how to improve service offered. Here again is evidence that the Center is improving with age. Two veterans indicated they had difficulty in making an original





appointment and sixty-seven indicated they had little or no difficulty.

Question three says: "Did you feel you had to do an undue amount of waiting for any part of the processing?" Here is the single comment under this item:

"I was very pleased with the rapidity of the entire process, yet I did not feel hurried. Service was streamlined, yet very effective."

Forty-nine students felt they did no undue amount of waiting. None felt they had to wait excessively long.

Section I, item D, the next question in the inquiry form, says: "Did you feel the personnel at the Center welcomed you cordially and were genuinely interested in your problem?" The first of the comments is a severe criticism; the last seems unjust.

\*" I felt they worked because it was their duty."

"Mr. Miller got to the crux of my problem very quickly."

"The counselor was overwhelmingly tactful in his method of getting information."

"I've been through Human Engineering Lab and through your Center. There's no comparison! Your Center uses test results discretely. The H.E.L. uses them violently and should have another 'L' attached."

"Of all veterans services (and I've been through seven of them) I felt the personnel at the Center were the most interested in a veteran's problem in social adjustment."

"I was again very surprised at the personal touch."

"The help was helpful."

"Could have shown more interest in general, instead of only in the fields which were chosen as a major."

\*"Not much personal interest though."

The man who made the last statement signed his name; the counselor had spent a total of eighteen hours of counseling time in seven different sessions with this man. One evening the counselor spent more than two hours beyond closing time to help the man in a serious home problem. In





this particular case it is felt the interviewee was insensitive to the help the counselor at least tried to give him. The claimant had been divorced once, leaving the first wife with an unwanted child, and was seriously thinking of divorcing his second wife within a month of marriage. He has since left school for lack of any real scholastic ability and is now doing well as a taxi driver in his home town. The counselor had encouraged an adjustment in that direction.

The above case is the only one in which the individual concerned did not feel, in checking responses, that the personnel had given genuine personal interest; an even eighty felt the people at the Center were cordial and that personal interest was shown.

"Did you feel you were 'at ease' at the Center so you could talk freely with the counselor?" Written comments under this question are here quoted:

"My counselor was especially helpful--talked to me at length on two occasions."

"Mr. Miller, my counselor, was as interested as I to find out my weakness."

"The counselor created a feeling of at ease with a minimum of effort."

"Mr. Belding seemed very understanding and willing to help."

Though these remarks are complimentary in nature, they do not indicate any constructive criticism. As for the encircled responses, four men indicated they were not at ease and sixty-seven that they felt comfortable in all parts of the processing.

Question I.F asks if, in the opinion of the counselee, the interviewer gave enough of an explanation about the tests before they were taken. Several comments were elicited from the recently interviewed respondents:

"The purpose of each test should have been explained more fully."





"Perhaps a little too much."

"Yes, both ladies were very willing to explain the tests."

"A complete explanation was rendered before the tests."

\*"I didn't get much explanation, but it is just as well, for too much build-up might have caused me to be on guard in my answering."

Once again these answers in comment form were not generally constructive, but they were favorable. Obviously a single answerer misinterpreted the question asked (which might very well be an indication that the question was not clearly worded). The last response listed above was unexpected; it has been the policy of the counsellors to do just enough explaining to be helpful. In this case the individual was acute enough to recognize that the counselor had gone just far enough in his explanation; he also realized what might have happened had the counselor gone farther in his explanation.

Sixty-seven favorably encircled responses were given for this item, whereas there were only two negative replies.

No specific comments were made on the question concerning adequate attention from the testers. Eighty-one of the eighty-three respondees did not feel testing was part of an impersonal assembly line.

The most severely criticized part of the entire processing was underlined in the responses to the next question. Twelve answerers admitted the tests were not being given them under the best conditions. This is an indication that in spite of considerable rebuilding of the Center for the purpose of quieting the test room, this room still was not quiet. It is possible the testers and all personnel were noise conscious when special facilities for testing were not present; they became careless about talking when they felt the facilities were better. Comments concerning this question were overwhelmingly uncomplimentary and helped to



"Perhaps a little too much."

"Yes, both ladies were very willing to explain the tests."

"A complete explanation was rendered before the tests."

"I didn't get much explanation, but it is just as well, for too much build-up might have caused me to be on guard in my answering."

Once again these answers in comment form were not generally con-

structive, but they were favorable. Obviously a single answer

was interpreted the question asked (which might very well be an indication that the question was not clearly worded). The last response listed above was unexpected; it has been the policy of the counselors to do just enough explaining to be helpful. In this case the individual was acute enough to recognize that the counselor had gone just far enough in his explanation; he also realized what might have happened had the counselor gone farther in his explanation.

Sixty-seven favorably angled responses were given for this item,

whereas there were only two negative replies.

No specific comments were made on the question concerning adequate attention from the testers. Eighty-one of the eighty-three responses did not feel testing was part of an impersonal assembly line.

The most severely criticized part of the entire processing was

undertaken in the responses to the next question. Twelve answers admitted the tests were not being given them under the best conditions.

This is an indication that in spite of considerable rebuilding of the Center for the purpose of quieting the test room, this room still was not quiet. It is possible the testers and all personnel were noise conscious when special facilities for testing were not present; they become careless about talking when they felt the facilities were better. Comments

concerning this question were overwhelmingly uncomplimentary and helped to

make this failing of the Center even more pointed than the encircled responses could do.

"They were fairly quiet, considering the facilities the Center had for use."

\*"One of my tests was taken under very noisy conditions in the hall."

\*"Lights were poor and the noise was quite disturbing at times."

\*"The tests were given in an office where two women were working and one other subject of testing was also working. A better solution would have been a private room or booth for each subject undergoing these tests."

\*"While the conditions were adequate, they were not the best for giving tests."

\*"A high-pitched Limey voice was chief disturbance--even though it was behind closed doors in another office. I thought it might have been an innocent customer undergoing counseling, but I later discovered it was one of the personnel at the Center."

Following is a table to indicate responses for the next question:

TABLE F: How the Recently Interviewed Have Felt  
About Value of Tests Given

Of Great Value	Of <u>Some</u> Value	Of No Value
9	37	one

Nine felt the tests were of great value, thirty-seven felt they were of some value and only one felt they were of no value. A remark made by an unidentifiable respondee indicates what is meant by "of some value":

"Since the tests backed up my choice of profession, I may be inclined to underestimate their value. I believe they could be of great value to one who is uncertain as to objectives."

It would have been of considerable help if others who felt there had been some value to the tests had come forth with further information as to why they answered the way they did.

Forty-three counselees felt the counselor was generous with his time and four felt he was rushing through. Many of the rushed-through







cases could have taken up the invitation always extended by the counselor to return for further discussion. Though this is a serious criticism of the counselors, it has been impossible under the usual pressure felt at the Center to give as much time to each individual as the counselor would like to have given. The average time spent on counseling college interviewees recently has been eight and a half hours. This is considerably more time than spent by some of the surrounding guidance centers, and is as much or more than the government had planned for each individual who underwent advisement.

Six veterans admitted the interview was inadequate and superficial, whereas thirty-eight felt the counselor got to the base of the problem and shed light on it.

Comments were generally encouraging, though not specifically constructive:

"The complete guidance verified my beliefs. I'm much more confident I'm doing the right thing now. I've a better attitude toward my work and I'm sure the guidance has helped measurably."

"I had no educational problem at the time, but wanted reliable substantiation as to the direction of my schooling. Another problem (of the home) was discussed at length and freely with the counselor."

"As before too much weight was placed on the field I said was my major. I would also have liked to have known if I were suited for something else from the vocational interest test." (This student is making mediocre accomplishment at college with some of his poorest marks in English and psychology, his probable majors. The counselor attempted to suggest a transfer to a business school, but was unsuccessful. Claimant had had some success as a clerk in the army.)

"I felt I had no problem, or at least a minor one, if such. My objective was to substantiate my choice of profession, and the testing program did that. The interview was entirely adequate and satisfactory."

"The base was reached, but I should have liked more or further information on it. I remember the counselor spent considerable time with me over two occupation pamphlets on teaching as a career and helped me from his own experience, but the more information he gave me the more I wanted. It wasn't helpful







even when he tried to summarize the readings and statements we had discussed. I feel I would have been better off if he had given me nothing specific." (A case for more guidance?)

"Both answers are strong; the real answer is someplace in between."

A number of general comments were made under Section II of the opinionnaire. Some of these might have been answered under one of the sub-items in this general question, but the comments reserved to be quoted under the general section fit the entire question of discussion of test results and conclusions drawn.

"As I already have one chosen profession, I was more interested in special lines. The counselor has helped me a great deal in planning my future work. The tests helped me to plan a hobby and also helped me prove to myself that I was in the right occupation." (This is one of the most complimentary remarks as to the proper use of tests at this Center.)

"The counselor hit the base of the problem without a lot of formal questioning. I was pleasantly surprised."

"I did not seek guidance soon enough for it to be of benefit to me." (One suggested improvement is based on this comment.)

"The tester gave as little time as possible, there was plenty of disturbing noise in the testing room and the counselor seemed to be in a hurry."

"I had no particular problem; just wanted to see how my aptitudes measured on scientifically devised tests and what the counselor would do with them. I was satisfied with the results as the counselor went far beyond mere interpretation of test results. We talked something over thoroughly that I'd never thought of before, and I'm adjusting my scholastic program in line with suggestions offered by the adviser."

"Without your counsel I obviously would have wasted four years of college."

"I felt service was satisfactory. I have made many future plans which were at part dependent upon information I received from this service."

"Interview was purely a discussion of the test scores and the percentile interpretation. It had nothing to do with 'guidance' as the name implies. Perhaps a little more personal discussion would help. Talk about the veteran's likes and dislikes, plans, abilities, opportunities, etc."







The over-all effectiveness of the Center in light of the claimant's present plans was measured in the third principal section of the questionnaire. In this section it was hoped the comments and encirclements of real value would come on the pre-July interviewees, as this former group could give a better indication of long-range effectiveness of the Center. However in general the more recently interviewed indicate that the Center is in the process of improvement and that there is a feeling of more personal attention given, mostly because there is now sufficient personnel at the Center to handle a normal load of veteran claimants.

Forty-three respondees feel their studies are now directed toward general goals agreed on between the counselor and counselee. Only two are sure their studies are not headed in that general direction. Here again an elucidation under the space for comments would have helped measurably to increase the effectiveness of the Center. It is significant to note here, as elsewhere in the inquiry responses, that results of guidance from the Center are generally very favorable. It will be well to keep this in mind during the final chapter of this paper which treats all the assembled unfavorable comments in one discouraging mass.

The type of comment under III.A is interesting in the variety of remark presented. Some men made far-fetched comments with no particular foundation for the sake of writing in something. Some formed basis for constructive criticism while others indicated the obvious: they had visited the Center from a psychology class because it was through these classes that the Center had first been advertised to college students. Some of these visited for curiosity and felt they had no real problem. In the recommendations for betterment of the Center, it is clear that some of the curious from the psychology sections who have "no" need for any type of guidance be replaced by some of those very badly in need of guidance. Here are comments from under the question: "Are your studies directed





toward the occupational goal or goals suggested and worked out between you and the counselor at this Center?"

"A poorly constructed sentence for the choice of answers enumerated." (a pre-med student)

\*"Educational plans were discussed at length. I should like to have heard more about what vocations my education was heading me for."

"When I was counseled I was studying what I am today, but received helpful confirmation as to what I was doing."

\*"But they could go one step farther by assisting in schedule arrangements for major and minor subjects--something my assigned faculty adviser seems incapable of doing."

\*"Tests more or less confirmed conclusions I had arrived at for myself."

"Your verbage is atrocious." (only comment on entire form)

"I had already decided. We merely agreed it was all right according to the interview results and the tests."

"As nearly as could be expected."

"Not as yet."

"Yes, I was dubious as to whether teaching was suitable in the case of my position in life and it did suggest this very thing."

\*"Counseling undergone 1st sem. sr. yr.; could have profited three years earlier."

It is interesting to note that the two first starred comments in the above quotations happen to be two of the most constructively critical comments in this entire batch of almost two hundred comments.

Three written responses were recorded under III.B wherein the veteran was given a chance to record any change in goal since counseling:

\*"Am working nights at Robbins and Myers and taking bus. ad. course at Wittenberg and am still undecided whether to hope for promotion at R and M or drop my work for a full-time schedule."

"Since the tests I have put more emphasis on obtaining courses suited to my major."

\*"May place more emphasis on Bus. Admin. and Economics than I originally intended (perhaps a second major)."





Two of the above items give an inkling of a need for more guidance and are requested and discussed in the final chapter.

Just forty of the respondents now feel they know what their specific vocational goal will be and six admit uncertainty. Some of those who are uncertain might benefit by another trip to use the Center's facilities for guidance. Three comments were written in the assigned place on the inquiry form:

\*"I can't say I have a definite goal, but the tests and interview definitely helped settle the general aims."

"My mind has definitely been made up in regards to my goal."

"You helped me all you could."

The following chart gives some idea of the distribution of types of problems in which the Center might have given more assistance:

TABLE G: How Might the Center Have Helped  
in a Specific Type of Guidance

Home Problem	Social Problem	Educational Problems	Vocational Problems	In Some Other Way
1	1	13	9	4

One student-veteran felt the Center might have helped him more in a problem at his home. Because the majority of Wittenbergers are not from the immediate Springfield area, there are few who live at home and attend school. Home problems do not usually accompany the student who is away at school. This might explain the fact that only one veteran-student who has undergone advisement felt he might have received more help in a home problem from the Center.

A single student felt he might have been helped more in a social problem. Educational problems that were still pressing were indicated in thirteen cases, and vocational problems were outstanding in nine cases. Four persons checked "Any other type of problem?" Only three of these took







the effort to indicate in what other way. Here are comments written into this portion of the form:

\*"I've waited two months for my increase and it still hasn't arrived."

"However, I did not ask for assistance in either of the above." (But the claimant failed to indicate in what area his problem fell.)

"Now I believe it is up to me to make a choice."

Twenty-five of the recently interviewed veterans from Wittenberg felt that the guidance offered them had thrown light on their problem while an equal number felt they were helped moderately. In this recent group questioned, none felt they left the Center befuddled. A single respondent checked the space in the inquiry form between befuddlement and moderate assistance. These men who seem uncertain might benefit by extended sessions with one of the counselors. Their guidance is anything but complete at this point.

Recently interviewed veterans indicated their estimations as to the most important services offered by the Center. A tabulation of what they considered the relative importance of different services offered is presented below.

TABLE H: The Most Important Services Offered To Students by the Center, According to Their Own Estimations

Interpretation of Test Results	Discussion of Goals	Review of Specific Employment Prospects	Chance to Relieve Mind of a Gripe	Occup. or Educational Leaflets or Catalogs
54%	18%	5%	5%	none
(18% did not answer this question)				

The comparative importance of test results in the minds of the veterans is indicated in the percentage of cases that said interpretation of test results was the most valuable single service offered. Fifty-four per cent of the checking respondents felt they got most from test



the effort to indicate in what other way. Here are comments written into

this portion of the form:

"I've waited two months for my increase and it still hasn't arrived."

"However, I did not ask for assistance in either of the above." (But the claimant failed to indicate in what area his problem fell.)

"Now I believe it is up to me to make a choice."

Twenty-five of the recently interviewed veterans from Wittenberg

felt that the guidance offered them had thrown light on their problem while

an equal number felt they were helped moderately. In this recent group

questioned, none felt they felt the Center benefited. A single response

checked the space in the inquiry form between belittlement and moderate

assistance. These men who seem uncertain might benefit by extended

sessions with one of the counselors. Their guidance is anything but

complete at this point.

Recently interviewed veterans indicated their estimations as to the

most important services offered by the Center. A tabulation of what they

considered the relative importance of different services offered is

presented below.

TABLE II: The Most Important Services Offered To Students  
by the Center, according to their own estimations

Interpretation of Test Results	Discussion of Goals	Review of Specific Employment Prospects	Chance to Relieve Mind of a Grippe	Group or Individual Liaison or Counseling
54%	13%	5%	5%	none
(13% did not answer this question)				

The comparative importance of test results in the minds of the

veterans is indicated in the percentage of cases that said interpretation

of test results was the most valuable single service offered. Fifty-four

per cent of the checking respondents felt they got most from test



interpretation. This is altogether too large a percentage of student-veterans who feel the tests were significantly important. The tests will be put in their place from now on through an important resolution made in the concluding portion of this study.

Discussion of possible occupational or educational goals was checked off as next most important service by the veterans.

A review of specific employment prospects after completion of education was checked as the most useful benefit of the Center by three interviewees. Three admitted they were given a chance to relieve their chests of some pressing gripe and that this was the best they got from the Center's offering. Two indicated they had benefited by interviews on social adjustment and suggestions for help in a personality problem.

It should be noted that no veteran indicated his most beneficial experience at the Center was either "sources of occupational reading matter" or "school suggestions or catalogs offered." Several veterans who personally brought back their questionnaires rather than dropping them in the mail were asked specifically if they had had a chance to look over the school catalogs or occupational information offered by the Center. Out of a total of seventeen who were asked this question, eleven said they had been greatly helped by these sources of essential information. It is known by the counselors themselves that these "paper services" have been of inestimable help. A most recent interviewee stated to his counselor after examination of school catalogs and occupational information: "These booklets have helped me more than anything I ever thought I could have gotten from this guidance you offered." Why the student-veterans have not indicated on their returned questionnaires that these were beneficial services is something that cannot be explained.

Here is a complete listing of comments made in the extended space available for statements at the end of Section III of the inquiry:







\*"The tests are valuable to a certain extent. I was very much surprised at the accuracy of the personality tests. They really had me 'pegged' as other people have said I am, and I agree. But try to go farther into the person's life than what the tests reveal. Discuss his whole future outlook with him--don't just test for the field he has mentioned. He could easily be much better in another field. Find it and guide him to it."

(Note: This claimant had, to put it in his own words, "heard the calling of the Lord by a tap on the shoulder." The interviewer was in no situation to investigate other possibilities in his particular case. Perhaps he feels he has been tapped for some other vocation since interview.)

"I believe the interviewer answered every question I asked, thoroughly and completely. I do not believe that anyone can give a definite answer to every problem, nor that one can plan ahead to meet all problems. However, the information I received from the Center should be of help in facing the problems as they arise."

"I visited the Center expecting that it was all tests. I was glad to find out the tests were just a helper in the interpretation of my total problem. The talk with the counselor which followed the tests was the most helpful part. Information gathered, including tests, seemed to be put to excellent use by the counselor."

"The help the Center offered was all that could be desired. I would recommend one addition: in order that one might refer to results of his testing, I would suggest supplying the examinee with a duplicate record of his percentile scores on various tests."

\*"Everything went smoothly with no waiting. Every student should have to go through it. It doesn't solve but gets a person on the track toward solution of his problems."

\*"Why should veterans only have the service, especially if it is a college function?"

\*"We talked about educational plans, and then about vocational opportunities. They seemed like separate discussions. Although I was able to integrate our discussions, I felt that with a little additional effort on the part of the counselor this integration process could have been made more clear for both of us."

"I do hope this will help in some small way in enabling you to make better the job being done by the V.A. Guidance Center. You have done a fine job in the past and I am only too glad to help you do better in the future. Aren't we giving guidance in some way by helping you to help us?"







"Mr. Miller both very helpful and sympathetic to my problem."

"I would like to say that your Center has given me enough help to go ahead with what I have planned. It has given me a great mental satisfaction to know I have been pursuing my college work through the right channels."

"Any limits of the Center are due to the limits of psychological testing at the present time."

"I feel the counselor recognized quickly what I wanted and got at the specific recommendations I had hoped for. I wanted something constructively specific and I got it. I left feeling sure what he suggested was right, and I've changed my course in line with his suggestions and am more sure I got good counseling now than I was when I left the Center."

This last comment could be classified among those indicative of long-range value of the Center except that this claimant had been interviewed within the past few months. It sounds like some of the pre-July students who have felt the Center's real value has only recently become apparent.

\*"I would like to suggest that the counselors explain and handle difficulties and changes in National Service Life Insurance so the veteran need not go to his home office. In this respect your counseling is very deficient."

The above remark shows the counselee did not have a clear understanding of what the functions of the Center were. It is a possible indication that the student feels that college faculty are responsible for keeping files of government insurance.

\*"The counselor did not know what courses I had to take for a major in Business Administration. He could have helped me a lot had he had this information at hand."

\*"The counselor did not get at the job possibilities within the field I'm majoring in. I learned later that the Center had an occupations file. I was disappointed in not having parts of the file made available for my use."

\*"Why should we veterans be the only Wittenbergers privileged to go through your excellent services? The college would do well to run a service for all."

Classifying the above responses it can be seen that as a single listing of comments this list is perhaps the most helpful in suggesting





improvements to be made at the Center. There are among these replies indications that the students have a real knowledge of the limits of guidance and a full appreciation of efforts made at the Guidance Center to carry out all angles of guidance that could be exercised. Serious criticisms are quoted within the following chapter and it is from the legitimate criticisms that recommended improvements have been built.

My suggested improvements are understood to be basic and will only form the beginning of a long-range improvement plan which should grow out of the fundamental changes here suggested.

Although close to a quarter of the comments which were helpful toward determining what improvements were to be made were drawn from the students who were interviewed before last July, the chief contribution made by these pre-July comments was value gained in something which was starting to show a long-range return. First, some comments made about the policies and methods of the Center are still applicable, but the Center has undergone widespread alterations since those comparatively early days. These physical changes have involved an inestimable number of the suggestions from the veteran students interviewed before July of 1947.

Some comments indicated that the students were now aware of the long-range value of the Center's functioning. This is the most encouraging news the Center could expect to receive.

"Frankly until I received this questionnaire I hadn't thought that it was actually your guidance center which was as on the right track, substantially."

"I wouldn't recall it last spring, but I know now that you did well to advise us to take attention courses with my social studies major. I now feel that the best thing I can do with my major is to finish it. I've just done my practice teaching and liked it immensely. I'm quite sure pedagogy is the thing for me."





## CHAPTER VII.

CONCLUSIONS AND RECOMMENDATIONS  
BASED ON COMMENTS FROM THE INQUIRY FORM

This concluding chapter will consider interpretation of the chief values derived from the questionnaire and will list recommendations based on specific comments made on the inquiry form.

Any suggested improvements are understood to be basic and will only form the beginning of a long-range improvement plan which should grow out of the fundamental changes here suggested.

Although close to a quarter of the comments which were helpful toward determining what improvements were to be made were drawn from the veterans who were interviewed before last July, the chief contribution made by these pre-July counselees was value gained in counseling which was starting to show a long-range return. True, some comments made about the noisiness and inadequate quarters are still applicable, but the Center has undergone widespread alteration since those comparatively early days. These physical changes have invalidated an inestimable number of the comments from the veteran students interviewed before July of 1947.

Some comments indicated that the claimants were now aware of the long-range value of the Center's counseling. This is the most encouraging news the Center could expect to receive.

"Frankly until I received this questionnaire I hadn't thought that it was actually your guidance center which set me on the right track, scholastically."

"I couldn't realize it last spring, but I know now that you did well to advise me to take education courses with my social studies major. I now feel that the best thing I can do with my major is to teach it. I've just done my practice teaching and liked it immensely. I'm quite sure pedagogy is the thing for me."





"Mr. Miller somehow saw far beyond what I could about my own abilities and interests. He advised me to attend art school rather than Wittenberg--a liberal arts institution. I did well to change at his suggestion. Otherwise I'd still be misfitted into too varied a curriculum when what I really want is concentration on art."

"Dr. Ullman was vehement and almost unfriendly in his suggestion that I change my major from education to business administration. I resented being told so frankly, but now I'm glad he pointed his finger at me the way he did. In light of my Navy background especially, I'm better suited to what I'm now heading for. Ullman did his advising mostly on my personality. Now I see where he's right."

"From pre-engineer to math teaching major. I'm sure I'll have good chance of finding job on graduation, though I was hesitant about change when you suggested it."

"My change from psych. major to history has been a good one. Since last May when I saw you, my point average has gone up and my worrying down. As you said, my dozen hours of psych. can always be put to good use."

"My foreign language major has become domestic as suggested by counselor. I feel better now."

"Your advice came almost too late. The quick shift from accounting to sales emphasis helped me get the selling job I now have and like."

"At the counselor's suggestion I've investigated the dozen forestry schools he listed and have definitely planned on attending U. of Oregon. This is the school he (the counselor) said would be best for my particular forestry interest."

It would be extremely desirable to have another inquiry form sent at the end of another year's operation of the Center. The personnel already plan a cooperative effort to this end. Inquiry would then be directed at those who underwent advisement a year or more before. Purpose would be to ascertain as specifically as possible what value they could then see growing out of their former visit for counseling.

The remainder of this chapter will be devoted to a re-quoting of the starred comments from the preceding chapter and an expansion on their value toward improvement of the Center. Few comments have been purely constructive criticism, as had been originally desired, but the tearing





down done by many of these comments underlies the improvement proposals outlined below.

The Center expects to celebrate a slightly belated first birthday by carrying out as many of the following suggestions for improvement as seem practicable.

I. Most immediately necessary improvement: a conscientious effort on the part of all personnel to keep noise in and around the test room at a minimum. "Quiet. Testing in Process" is a sign already delegated to the test room door. "Consideration for Others" signs are being designed for the walls within the test room. The college art department has willingly cooperated in this. One counselor's office is to be removed to a space closer to the common secretary and to a place where the counselor will no longer be heard by people taking tests. If there is important business to be talked over, the testers will leave the room, if feasible, to do the talking. Otherwise they will not talk. In anticipation of next winter an early requisition for an auxiliary radiator has been placed through the college maintenance department. This is to make it possible for the door of the inner office by the test room to be closed entirely during testing. Before this time the door has been open for the purpose of proper heat circulation.

The above recommendation, which has already been carried out to some extent, has been based on the following comments accumulated from the questionnaire forms returned. They are quoted from their proper comment classification in the previous chapter:

"Suggest a better place or facilities to take tests without disturbance or interruption."

"One of my tests was given under very noisy conditions in the hall."





"Lights were poor and the noise quite disturbing at times."

"When I took the specified tests the person in charge was talking to other men taking tests and on another occasion was continually talking to her helper in the office. This was very distracting."

"A high-pitched Limey voice was chief disturbance--even though it was behind closed doors in another office. I thought it might have been an innocent client undergoing counseling, but I later discovered it was one of the personnel at the Center."

"While the conditions were adequate, they were not the best for giving tests."

"It was quite noisy during one test especially."

The following quotation from a comment indicates in an indirect way that there might be noise in the testing room. Just as serious is a veteran's statement that he felt he was not being privately interviewed:

"A few of the times there was no privacy. Others in the same room should not hear what another veteran's special problems are."

By addition of a new auxiliary radiator in the testing room the privacy of interviewees can be assured and at the same time the testers would not be further disturbed.

As for the above remark about inadequate lighting, no improvement can be made in this respect. The college has installed fine fluorescent fixtures which give adequate lighting at all times. There is also a large south window in the testing room which lets in ample quantities of natural light. This is a solitary complaint about lighting and is not evidence that something should be done about illumination.

II. Counselors need to be more specific as to the purpose of the Guidance Center. Veterans have gone through counseling without getting technical information as to details of National Service Life Insurance. Several have gone through feeling this is a government service. It is





quite essential to make clear that the Center is not in itself a government function. The Veterans Administration itself feels that counseling done under the college faculty is more effective than guidance done by its own personnel. This was the original purpose in placing the guidance centers under the colleges. A setting forth of the purpose of the Center seems necessary because of comments such as these:

"I've waited two months for my increase and still it hasn't arrived."

"Most rapid government service yet."

"Why shouldn't the counselor see to it, because vets are training under G. I. Bill, that the G.I.'s are getting the most out of college?"

"Why shouldn't the office have on hand all our National Service Life Insurance records so we wouldn't have to send to Cincinnati for them?"

Although the counselors can do little directly about explaining the functions they are not responsible for, at least they should have established enough feeling of confidence and friendliness in the counselee so he would have asked these questions in interview, if they were truly the most pressing of their problems. This leads into a general recommendation of establishment of a better feeling of personal interest between the counselor and the claimant. It works into the underlying necessity for more time for the counseling process. More time would give the counselor a chance to establish rapport, and would give the counselee a chance to come forth more freely with his real problems.

The counselors will henceforth make it a point to bring into the interview the fact that the college is responsible for the guidance done and that the job is being done by the college for the Veterans Administration. Upon one occasion a counselor was asked by an interviewee how high a CAF rating he held! Certainly it is felt a better rapport can be







established if the claimant understands he is talking to a member of the college staff rather than a government employee.

III. The purpose of tests needs to be explained more fully. Very recently the counselors have undertaken to make a special effort to put tests in their proper place in the mind of the interviewee. Because the majority of time spent at the Center is necessarily spent writing test answers, the claimant easily leaves the place with the feeling that all the Center has offered was tests. Many veterans have entered the Center with the question, "Is this where I take the tests?" Much has been done to correct the impression that tests are all, but still the veterans are impressed with their overwhelming importance. Less time should be devoted in consideration of each single item in the test results. More time should be spent in relating the over-all results with the total guidance picture. Some time should be spent in an explanation that test results are one of several aids to the counselor in understanding the veteran. Other aids such as the formal part of the interview and the informal talk, relevant and apparently irrelevant, should be stressed. Other aids such as college catalogs and occupational information should be used more often. A conscientious effort should be made on the part of both counselors to offset the feeling that tests are all the Center has to offer.

Comments which suggest that tests should be put in their place are here re-quoted:

"Since the tests I have placed more emphasis on obtaining courses suited to my major."

"I can't say I have a definite goal, but the tests helped to settle the general aim."

"Tests have set me on the right track."

"Tests more or less confirmed conclusions I had arrived at for myself."



established if the claimant understands he is talking to a member of the college staff rather than a Government employee.

### III. The purpose of tests needs to be explained more fully. Very

recently the counselors have undertaken to make a special effort to put tests in their proper place in the mind of the interviewee. Because the majority of time spent at the Center is necessarily spent writing test answers, the claimant easily leaves the place with the feeling that all the Center has offered was tests. Many veterans have entered the Center with the question, "Is this where I take the tests?" which has been done to correct the impression that tests are all, but still the veterans are impressed with their overwhelming importance. Less time should be devoted in consideration of each single item in the test results. More time should be spent in relating the over-all results with the total evidence picture. Some time should be spent in an explanation that test results are one of several aids to the counselor in understanding the veteran. Other aids such as the formal part of the interview and the informal talk, relevant and apparently irrelevant, should be stressed. Other aids such as college catalogs and occupational information should be used more often. A connections effort should be made on the part of both counselors to offset the feeling that tests are all the Center has to offer.

Comments which suggest that tests should be put in their place are

have re-visited:

"Since the tests I have placed more emphasis on obtaining courses suited to my major."

"I can't say I have a definite goal, but the tests helped to settle the general aim."

"Tests have not me on the right track."

"Tests more or less confirmed conclusions I had arrived at for myself."

IV. The time spent in explaining test results should include a clear and thorough explanation as to the purpose of tests. Too many misinterpretations of results are still apparent. Students leave the Center and quote their own IQ scores. The Center does not have I.Q.'s available. The counselors have been careful not to use the expression IQ, and have often told students that scores given on mental aptitude tests were not I.Q.'s. Counselors should continue to stress this fact, and should be more careful that every student undergoing counseling is given essential information about the type of test score given out. Scores quoted to the students are percentile scores. Such scores, if quoted as Intelligence Quotients, are anything but complimentary. Further explanation on tests, such as the differences in types given, are essential if the student is not to leave the Center with inadequate stories of his testing. Few comments made by veterans indicate that these claimants have taken all tests given into consideration. Many mistaken conceptions in tests are due to ignorance of nomenclature. Many students have not apparently known what was being measured in certain tests. Such conclusions can be reached from the following comments quoted from questionnaires:

"I think the tests can be pretty well swayed the way the applicant wants them." (This would be true only of interest and personality tests. These are taken into consideration, but are not by any means all the tests given.)

"The interest tests were inadequate in that I was interested in taking a series of intelligence tests." (Under no circumstances have interest tests alone been given. A single intelligence test, if any at all, seems adequate. Because a student wanted a "series of intelligence tests" is no reason to believe he got them.)

"I did not feel all tests were explained, only those results favorable to my own chosen goal."

"I was glad to know my I.Q. My adviser never had it handy."

"The high I.Q. you showed me I had has made me know I could do better work. It has had a direct reaction on my grades--to the good."



IV. The time spent in explaining test results should include a

clear and thorough explanation as to the purpose of tests. Too many misinterpretations of results are still apparent. Students leave the Center and quote their own IQ scores. The Center does not have I.Q.'s available. The counselors have been careful not to use the expression IQ and have often told students that scores given on mental aptitude tests were not I.Q.'s. Counselors should continue to stress this fact, and should be more careful that every student undergoing counseling is given essential information about the type of test score given out. Scores quoted to the students are percentile scores. Such scores, if quoted as Intelligence Quotients, are anything but complimentary. Further explanation on tests, such as the differences in types given, are essential if the student is not to leave the Center with inadequate stories of his testing. Few comments made by veterans indicate that these statements have taken all tests given into consideration. Many mistaken conceptions in tests are due to ignorance of nomenclature. Many students have not apparently known what was being measured in certain tests. Such conclusions can be reached from the following comments quoted from questionnaires:

"I think the tests can be pretty well awayed the way the applicant wants them." (This would be true only of interest and personality tests. These are taken into consideration, but are not by any means all the tests given.)

"The interest tests were inadequate in that I was interested in taking a series of intelligence tests." (Under no circumstances have interest tests alone been given. A single intelligence test, if any at all, seems adequate. Because a student wanted a "series of intelligence tests" is no reason to believe he got them.)

"I did not feel all tests were explained, only those results favorable to my own chosen goal."

"I was glad to know my I.Q. My adviser never had it handy."

"The high I.Q. you showed me I had was made me know I could do better work. It has had a direct reaction on my grades--to the good."

"You told me my I.Q. of 87 was good; in measurements class I learned it wasn't so hot."

Suggestions number three and four may seem contradictory. The basic problem is one of stress. More time should be spent in explaining the value of test results understandably. Time should be spent in emphasizing that tests are not everything at the Center. Less time should be spent in covering the test technicalities that are not too relevant to the student's particular situation. This is what is meant to be suggested by the two Roman numeralled suggestions three and four.

Closely related to the problem of unbalanced emphasis on tests is the problem of use of the facilities at hand, other than test results, for guidance along educational and vocational lines. These emphases will be treated separately, then a third item for improvement will be an integration of the two.

V. A more careful study of the Wittenberg College major and minor requirements by the counselors, together with a conscientious building of a library of college catalogs--especially on the graduate level. Although it has been the prime duty of the faculty adviser system at Wittenberg to counsel all students into the proper courses for their majors and their minors, many student veterans have sought another person's counsel as to proper courses to be taken. This has mostly been in the form of auxiliary assistance. College instructors are not trained in the ways of guidance. Lower-class students are not always assigned to faculty advisers who know the field the student hopes to major in. Faculty members are often too crowded in their own schedules to do a thorough job of counseling for each of their assignees. For some it is an unpleasant extra-curricular task



"You told me my I.Q. of 87 was good; in measurements class I learned it wasn't so hot."

Suggestions number three and four may seem contradictory. The basic problem is one of stress. More time should be spent in explaining the value of test results understandably. Time should be spent in emphasizing that tests are not everything at the Center. Less time should be spent in covering the test technicalities that are not too relevant to the student's particular situation. This is what is meant to be suggested by the two Roman numbered suggestions three and four.

Closely related to the problem of unbalanced emphasis on tests is the problem of use of the facilities at hand, other than test results, for guidance along educational and vocational lines. These emphases will be treated separately, then a third item for improvement will be an integration of the two.

V. A more careful study of the Wittenberg College major and minor requirements by the counselors, together with a conscientious building of a library of college catalogs--especially on the Graduate level. Although it has been the prime duty of the faculty adviser system at Wittenberg to counsel all students into the proper courses for their majors and their minors, many student veterans have sought another person's counsel as to proper courses to be taken. This has mostly been in the form of auxiliary assistance. College instructors are not trained in the ways of guidance. Lower-class students are not always assigned to faculty advisers who know the field the student hopes to major in. Faculty members are often too crowded in their own schedules to do a thorough job of counseling for each of their assignments. For some it is an unpleasant extra-murderous task

that takes up time in which they had planned something else. Because the counselors at the Guidance Center are supposed to be all-round counselors, they should be well acquainted with the college graduation requirements and be able to offer assistance in a number of graduate fields or transfer institutions.

With a suggested change in course from the counselor, it would be most appropriate to outline a program of subjects for the veteran. This could be done with a real acquaintance of the Wittenberg Bulletin on the part of the counselor.

The proposal for more effective service, educationally, includes addressing penny postals to all Ohio and Indiana trade and specialty schools and all universities offering graduate schools, also all recognized engineering, dental, medical and law schools in the country. This list will be compiled by the Center's secretary from Good's College Guide.<sup>1</sup> These schools will be asked for copies of their general catalogs. Hitherto the counselors have had on hand the school catalogs of institutions which students have thought they might wish to transfer to and to which the Center was obliged to write for current bulletins. The Center is already on the mailing lists of several colleges. Good's Guide has been put to excellent use, but the catalogs themselves would be more useful. One of the comments below indicates that the Center did not even possess a copy of the Wittenberg catalog. The college was extremely short of any catalogs at one time last summer and the counselors actually did not have any up-to-date information to offer student counselees about their own campus. This was not immediately the fault of the Center itself, and a phone call brought in information desired through the registrar.

<sup>1</sup>Good, Carter V., A Guide to Colleges, Universities, and Professional Schools in the United States, American Council on Education, Washington, D.C., 1945.





Some of the lack of educational guidance material at this Center has been due to the previous and original emphasis on assistance to the average Public Law #16 case who, usually, was a farm boy from some contingent county or someone who wished on-the-job training in a trade. The sudden influx of student advisees in September caught the Center off guard, though no strenuous effort has been made since that time to build a genuine and usable library of catalogs.

Here are comments culled from all the returned inquiry forms which have been especially helpful in developing this particular suggestion for improvement:

"The counselor didn't know the courses I had to take for a major in business administration. He could have helped me a lot if he had had this information at hand."

"But they could go one step farther by assisting in schedule arrangements for major and minor subjects--something my assigned faculty adviser seems incapable of doing."

"At the time I visited the Center for counsel on college courses the guidance man didn't even have a Wittenberg catalog to consult."

By way of summary of steps to be taken under this educational guidance improvement, it should be brought out that (1) the counselors should become thoroughly acquainted with the Wittenberg College catalog, and (2) they should immediately take steps for a large expansion of their own library of college catalogs. A third step might be taken: to gain a knowledge of the exact requirements for acceptance in certain medical schools and engineering institutions, law schools and schools of dentistry so that students will have some reliable information as to their chances of entry and what they have to go through in transition from these schools into their occupation--bar exams, acceptance by the American Medical Association, etc.





VI. A more careful and intensive study and use of the excellent occupational library and files provided by the Veterans Administration. The files and library have been slighted, sometimes because of too close scheduling of interviews with the counselor and sometimes because the rules set down by the government side of the Center prohibited removal of any portion of the files or library from the single office where these helps were kept. A veteran student could not take a booklet or monograph to his room for study. He had to do all his investigation in the comparatively noisy and public central office.

One suggestion has been made by a member of the Center personnel: with funds allotted the Center from the college a subscription to one of the SRA occupational information services should be established. This would (1) give the college part of the Center a library and files of its own to do with whatever the counselors saw fit, and (2) build up something tangible in anticipation of any possible withdrawal of the Veterans Administration. If the V.A. should withdraw--and anything could happen in a year of high political consciousness--the college itself would be equipped at least to start its own guidance work.

A thorough understanding of the use of all parts of the Dictionary of Occupational Titles would help considerably in explanation of specific tasks within occupational fields. One of the counselors has had thorough instruction in this set of valuable government books. Both might benefit by instruction from the one who has studied the book to the one less familiar with it.

Here are the comments pertinent to the improvements suggested along occupational information lines:

"The counselor did not get to the base of my problem because of lack of knowledge about a highly specialized field."





"Little stress placed on specific employment prospects. Maybe nobody knows my particular field."

"The counselor did not get at the job possibilities within the field I'm majoring in. I learned later that the Center had an occupations file. I was disappointed in not having parts of the file made available for my use."

VII. An integration of the different phases of guidance offered--especially educational and occupational. It is obvious from the comments of the questioned veteran-students that the counselors should, in their summary of advisement, be careful to draw together plans discussed in order to render into an integrated whole all phases of the counseling. Educational guidance does not stand alone, nor does the vocational angle support itself. Several advisees have shown the counselors where, although several types of plans were discussed, the advisement was hardly complete because these phases were not drawn together and integrated. This should be a part of the final remarks of the counselor. Nothing much can be suggested except that the counselors both become conscious of this important finishing touch to the procedure. To leave out such an integration is comparable to the salesman who does well until he tries to close the sale, but then doesn't know just what to say. It is dangerous to go farther in any comparison between a salesman and counselor.

Here are comments offered by students which have contributed to this particular suggestion. They are superior pieces of comment in that they seem to do more than suggest in a round-about way just what the particular failing of the Center is that they refer to:

"We talked about educational plans, and then about vocational opportunities. They seemed like separate discussions. Although I was able to integrate our 'discussions' myself, I felt that with a little additional effort on the part of the counselor this integration process could have been made more clear for both of us."





"Educational plans were discussed at length. I should like to have heard more about what vocation my education was heading me for. The counselor showed me some literature on vocations, but there was no attempt to pull together the courses I was taking and relate them to the jobs I might be heading for."

This can be summarized by restating that the counselors should both resolve to be more careful about correlating remarks educational and vocational toward leaving a good last impression with the counselee.

VIII. Several serious comments have been made about the lack of personal interest taken by some of the personnel at the Center. This is an ailment which is difficult to correct because of a vagueness apparent in the comments themselves. It would have helped considerably had the veteran students, suggesting that there was lack of personal interest, told just where and how this interest was lacking. One suggestion for improvement of a feeling of personal concern has already been discussed: the problem of unnecessary noise elimination. Certainly if the personnel make a conscientious effort to maintain an atmosphere of quiet, there will be a feeling on the part of the veterans that this is not just an assembly-line performance.

Another possible solution to the lack of feeling of personal attention would be more encouragement for the veteran to make a return engagement. "You might point at the welcome mat as you dismissed us out the door," one veteran said when he brought his filled-out inquiry form in person. The criticism of lack of personal interest takes on double seriousness when it is considered that some veterans who, according to their comments, still needed guidance, did not think to return to the Center for this guidance. There must have been the feeling that the Center had done all it could during the one or two sessions with the counselor. An immeasurable part of this reluctance to return may be tied up with the





feeling on the part of the claimant that the Center is still a part of the government-run Veterans Administration, and that they'll "have no more truck with the government."

Veterans have not always been told they were welcome back. It may have slipped the counselor's mind to suggest that the counselee is always welcome. Little emphasis has been placed on the fact that guidance is a continuous process and that a completely satisfactory piece of counseling can rarely be performed in a single session. The counselors themselves feel that they have done the most satisfactory job of counseling with boys who have voluntarily put in a second and unscheduled appearance. Some have discovered the full value of the occupational library and others have found the catalog of the college they are interested in on the desk of the counselor. The counselor had ordered the catalog after completion of the first session with this man. This fact alone should make any counselee feel that there was a personal interest taken in him as an individual.

Specific comments which refer by name to this lack of personal interest are here listed:

"Not necessarily personally interested, but doing the job they were supposed to do well."

"Not much personal interest, though."

"I felt they worked because it was their duty."

"The counselor seemed to be in a hurry."

Remarks made on returned inquiry forms which indicate specifically that a return session would be beneficial are these:

"Am working nights at R & M and taking business administration course at Wittenberg and am still undecided whether to hope for promotion at R & M or drop my work for a full-time schedule at school."

"Three or four conferences would have been more meaningful than the two I had."

"Your guidance seemed incomplete. It left me up in the air."





The past two chapters are full of comments which might suggest that a return visit might trim the ragged edges from an apparently unsatisfactory and rough piece of guidance.

The Guidance Center can do one piece of constructive work to encourage a return of these and others who feel their guidance showed lack of personal interest and signs of incompleteness. It is even now planning a printed postal to be sent to all Wittenbergers who have undergone guidance. It is a return invitation for any additional guidance help a student may feel he needs. This will be with the hope that some of those who were dissatisfied would return with a slight postal prodding.

It seems appropriate that this "personal interest" element should be referred to toward the conclusion of this discussion of resolved recommendations. All items cited for possible improvement have to do basically with the amount of personal interest shown.

IX. By way of expanding the services offered by the Center to make them valuable to a college student at the most impressionable and helpful time of his college work, the Center should encourage freshmen and sophomores, during their orientation period in school, to undergo counseling. This would have to be done through the proper administrative authorities within Wittenberg College. Too many students have indicated in their critical remarks of the Center that their guidance came too late. "Flares" should be sent up by the Center to students just starting in engineering and medical courses that these fields will be very crowded by the time they finish schooling. An over-all study of the inquiry forms shows that students who had undergone guidance procedure within their first four semesters at college were those who derived greatest value-- suggestions it was not too late to put to practice.



The past two chapters are full of comments which might suggest that a return visit might bring the ragged edges from an apparently unassailable story and rough pieces of guidance.

The Guidance Center can do one piece of constructive work to encourage a return of these and others who feel their Guidance showed lack of personal interest and signs of incomprehension. It is even now planning a printed postal to be sent to all Wittenbergers who have undergone Guidance. It is a return invitation for any additional Guidance help a student may feel he needs. This will be with the hope that some of those who were dissatisfied would return with a slight postal prodding. It seems appropriate that this "personal interest" element should be referred to toward the conclusion of this discussion of resolved recommendations. All items cited for possible improvement have to do basically with the amount of personal interest shown.

IX. By way of expanding the services offered by the Center to make them valuable to a college student at the most impressionable and helpful time of his college work, the Center should encourage freshmen and sophomores, during their orientation period in school, to undergo counseling. This would have to be done through the proper administrative authorities within Wittenberg College. Too many students have indicated in their critical remarks of the Center that their Guidance came too late. "Fresh" should be sent up by the Center to students just starting in engineering and medical courses that these fields will be very crowded by the time they finish schooling. An over-all study of the inquiry forms shows that students who had undergone Guidance procedure within their first four semesters at college were those who derived greatest value-- suggestions it was not too late to put to practice.



One veteran-student has suggested that all lowerclassmen should undergo the counseling offered. "Why should veterans only have the service, especially if it is a college function?" This is an excellent goal to anticipate. It is part of the eventual picture of establishing the government-supported Center as an independent function of the college itself. It is something to be planned with care. This cannot, however, be an immediate function of the Center. An even dozen non-veteran students at Wittenberg have already been through the Center at the suggestion of the dean. They were "extras" squeezed into the appointment schedule. The Center is not at present adequately manned for any more counseling than what is arranged for it through the Veterans Administration office. The veterans of course get first choice, because the financial burden of supporting the Center is now taken by the government. Through the presence of the Center on campus it is inevitable that the College see the value of such individual counseling procedure and improve its own service through eventual adoption of the Guidance Center under its own wing. Until this is done there can be no definite step taken toward (1) catching all student-veterans while they are still underclassmen or (2) making the guidance services available to all students whether or not they served with the armed forces.

Comments made on the inquiry forms which have supported the above discussion are these:

"Counseling undergone first semester of senior year; I could have profited by it three years earlier."

"Everything went smoothly with no waiting. Every student should have to go through it. It doesn't solve but gets a person on track toward solution of his problem."

"Why should we veterans be the only Wittenbergers privileged to go through your excellent services? The college would do well to run a service for all."





"Why should veterans only have the service, especially if it is a college function?"

"When I went through your Center, it was too late to change my college major. The counselor had to talk over a program which was only a compromise on what I should have had from the start. My guidance came too late."

"I did not seek guidance soon enough for it to be beneficial to me."

Though the Center cannot include "guidance for all" in its immediate resolutions, it can try, through an appeal to the administration of the college, to guide students who have not gone too far to make necessary changes in major and minor fields, if necessary.

Here is, as concluding portion of this chapter and paper, a review of the improvements resolved:

I. Create a quieter atmosphere for tests by (A) impressing all personnel of the importance of a noiseless environment around the testing room; (B) forbidding all talking except to testees themselves within the test room; (C) posting appropriate hush signs at strategic places both inside and outside the test room.

II. Make clear the purpose of the Center to all interviewees. The common misconception that the Center is a government-run function must be eliminated. A carefully formed but brief explanation from the interviewer to the claimant should make this clear.

III. Clarify the value of testing. Put the tests in their proper place as a part of the total guidance picture rather than as the feature production of the Center.

IV. Be specific in interpretation of test results. Eliminate the notion that the I.Q. is given out to the student or that all tests are I.Q. tests. Simplify the explanation of results so that the student understands all the counselor has told him.





V. Require a conscientious study by counsellors of the Wittenberg College course schedule requirements and build a useful library of college catalogs. In improving educational guidance facilities the counselors should also become thoroughly acquainted with entry rules of the American Medical Association and American Dental Association as well as become acquainted with the state bar examination regulations.

VI. Adopt a more frequent and careful use by the counselors of the excellent occupational library and files provided by the Veterans Administration. The college Center should provide itself with a subscription to one of the SRA occupational information services (A) so this information will be at finger-tips of counselors; (B) so the college guidance set-up will be better prepared to carry on in case the V.A. should withdraw its support. Counselors should also be more aware of the value of the Dictionary of Occupational Titles and especially of the helpful tomes beyond volume one.

VII. Resolve that the counselors be more careful about correlating remarks educational and vocational toward forming a well-defined guidance picture for each interviewee.

VIII. Make the entire service more personalized by dusting off the "Come Again" mat and by general application of all the above-listed recommendations which are fundamentally related to "personal service."

IX. Persuade the controlling forces of Wittenberg administration that guidance should be done during the orienting years of a student's college course; get these students through guidance while they still can readjust their courses, if necessary, to fit their expressed desires, personality, aptitudes and mental abilities. Certainly the most effective educational and vocational guidance can be done on students while they are freshmen or sophomores.





A recommendation not numbered, but one which is brought into the beginning of the chapter, concerns development of a questionnaire to determine the long-range value of the Wittenberg College Guidance Center. This is not included in the list of resolved immediate improvements as it will be too early, at least until another year passes, to evaluate long-range effectiveness of the Center.

It is through recognition of the value of all comments from the inquiry form and the adoption of all the suggestions developed from the comments that guidance at the Wittenberg College Center can come closer to being a matter of helping people help themselves.





## BIBLIOGRAPHY I.

A List of Occupational Services Subscribed to by the Wittenberg College-  
Veterans Administration Guidance Center

Advisement Guideposts, Washington, D.C., Veterans Administration

American Job Series, Occupational Monographs, Chicago, Science Research  
Associates

Guidance Leaflets, Washington, D.C., U.S. Department of the Interior

Job Descriptions, Washington, D.C., War Manpower Commission, Bureau of  
Placements

Occupational Abstracts, Occupational Index, Inc., New York University

Occupational Briefs, Pasadena, California, Western Personnel Service

Occupational Briefs, Chicago, Illinois, Science Research Associates

Occupational Guide, Washington, D.C., Department of Labor, United States  
Employment Service

Occupational Monographs, Chicago, Illinois, Science Research Associates

Occupational Outlook Series, Washington, D.C., U.S. Department of Labor,  
Bureau of Labor Statistics

Occupational Reprints and Abstracts, Chicago, Illinois, Science Research  
Associates

Opportunities in (name of occupation), New York, 1946, Vocational  
Guidance Manuals, Inc.

Small Business Series, Albany, New York, State of New York Department of  
Commerce





## BIBLIOGRAPHY II.

- Baer, Max F., Washington Flashes, preface to Occupations, March, 1947.
- Boring, E. G., "When and How to Reply to a Questionary," American Journal of Psychology, Vol. XXXVII, (1926), pp. 632-633.
- Carter, Mary H., "Evaluating Materials Used by Counselors," Occupations, Vol. XXV, No. 8 (May, 1947), p. 553.
- Cole, Arthur A. and Bigelow, Karl W., A Manual of Thesis Writing, John Wiley and Sons, Inc., New York, 1934, p. 16.
- Corey, S. M., "Signed vs. Unsigned Attitude Questionnaires," Journal of Educational Psychology, Vol. 28, 1937, pp. 144-148.
- Darley, D. J. and Williamson, E. G., Student Personnel Work, McGraw-Hill, New York, 1937, pp. 253-270.
- Dictionary of Occupational Titles, Part I, Definitions of Titles, Washington, D.C., 1939, U.S. Government Printing Office.
- Dictionary of Occupational Titles, Part II, Titles and Codes, Washington, D.C., 1939, United States Employment Service, U.S. Department of Labor.
- Good, Carter V., A Guide to Colleges, Universities, and Professional Schools in the United States, American Council on Education, Washington, D.C., 1945.
- Himmelman, Betty B., The Evaluation of Counseling, unpublished Master of Arts thesis, Ohio State University, 1946.
- Kamm, Robert B., "Current Developments in Student-Personnel Programs and the Needs of the Veterans," School and Society, Vol. LXV, pp. 89-92.
- Katz, Daniel and Allport, F. H., Students' Attitudes, The Craftsman Press, Syracuse, New York, 1930.
- Kitson, Harry D., "Measuring Results of Vocational Guidance: A Summary of Attempts, 1932-1937," Occupations, Vol. XVI, 1938, pp. 837-842.
- Koos, Leonard V., The Questionnaire in Education; A Critique and Manual, Macmillan, New York, 1928.
- Long, Louis and Hill, John, "A Follow-up Study of Veterans Receiving Vocational Advisement," Journal of Consulting Psychology, Vol. XI, No. 2 (March-April, 1947), pp. 88-92.
- Mathewson, R. H., "The Advisement of Veterans at College and University Centers," American Psychologist, Vol. I, 1946, pp. 201-204.





- McClintock, J. M., A Follow-up Study of 75 Pre-College Veterans Who Have Undergone Counseling at the Ohio State University Guidance Center, unpublished Master of Arts thesis, Ohio State University, September, 1947.
- McCue, Everett P., "Summary Report of Veterans in Training," Occupations, Vol. XXV, No. 6 (March, 1947), p. 341.
- Myers, George E., Principles and Techniques of Vocational Guidance, McGraw-Hill, New York, 1941.
- Nelson, A. Gordon, "Types of Vocational Counseling Problems," Clinical Psychology, Vol. III, No. 3 (July, 1947), pp. 252-256.
- Report on Vocational Advisement at the Veterans Administration Guidance Center, Harvard University, January, 1946.
- Roser, M. S., Results of a Questionnaire Sent to Counseled Veteran-Students at Ohio State University, unpublished Master of Arts thesis, Ohio State University, May, 1947.
- Scott, Ira D., Alternate Objectives in the Advisement of Certain Veterans, Veterans Administration, Washington, D.C., March, 1947.
- Scott, Ira D., "Contributions of the Veterans Administration Counseling Program to Guidance," Occupations, Vol. XXV, No. 8 (May, 1947), p. 497.
- Scott, Ira D., Manual of Advisement and Guidance, U.S. Government Printing Office, Washington, D.C., 1945.
- Seipp, Emma, A Study of One Hundred Clients of the Adjustment Service, American Association for Adult Education, New York, 1935, foreword.
- Tead, Ordway, "Standards of Quality," Survey Graphic, Vol. 36, No. 11 (November, 1947), p. 600.
- Vocational Advisement at the Veterans Administration Guidance Center, A Report of the Director to the Advisory Board, Harvard University, April, 1947.
- Williamson, E. G. and Hahn, M. E., Introduction to High School Counseling, McGraw-Hill, New York, 1940.
- Wittenberg College Bulletin, 1946-47.
- Wrenn, C. Gilbert, "Recent Research on Counseling," Report of the Sixteenth Annual Meeting of American College Personnel Association, February, 1939, p. 93.



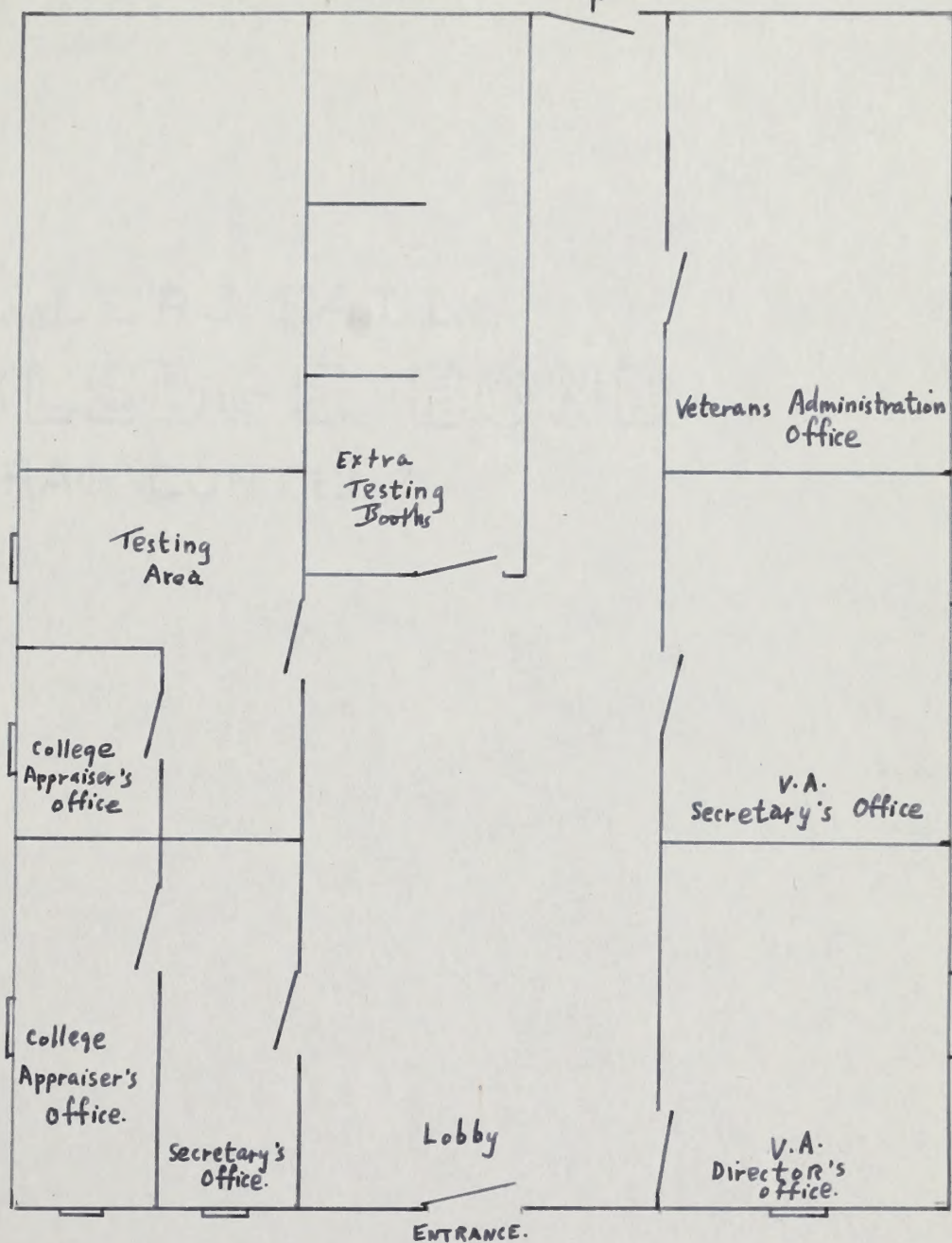


# APPENDIX

Containing charts illustrative of points  
brought out during the thesis and statistics  
to lend backing to certain statements made.

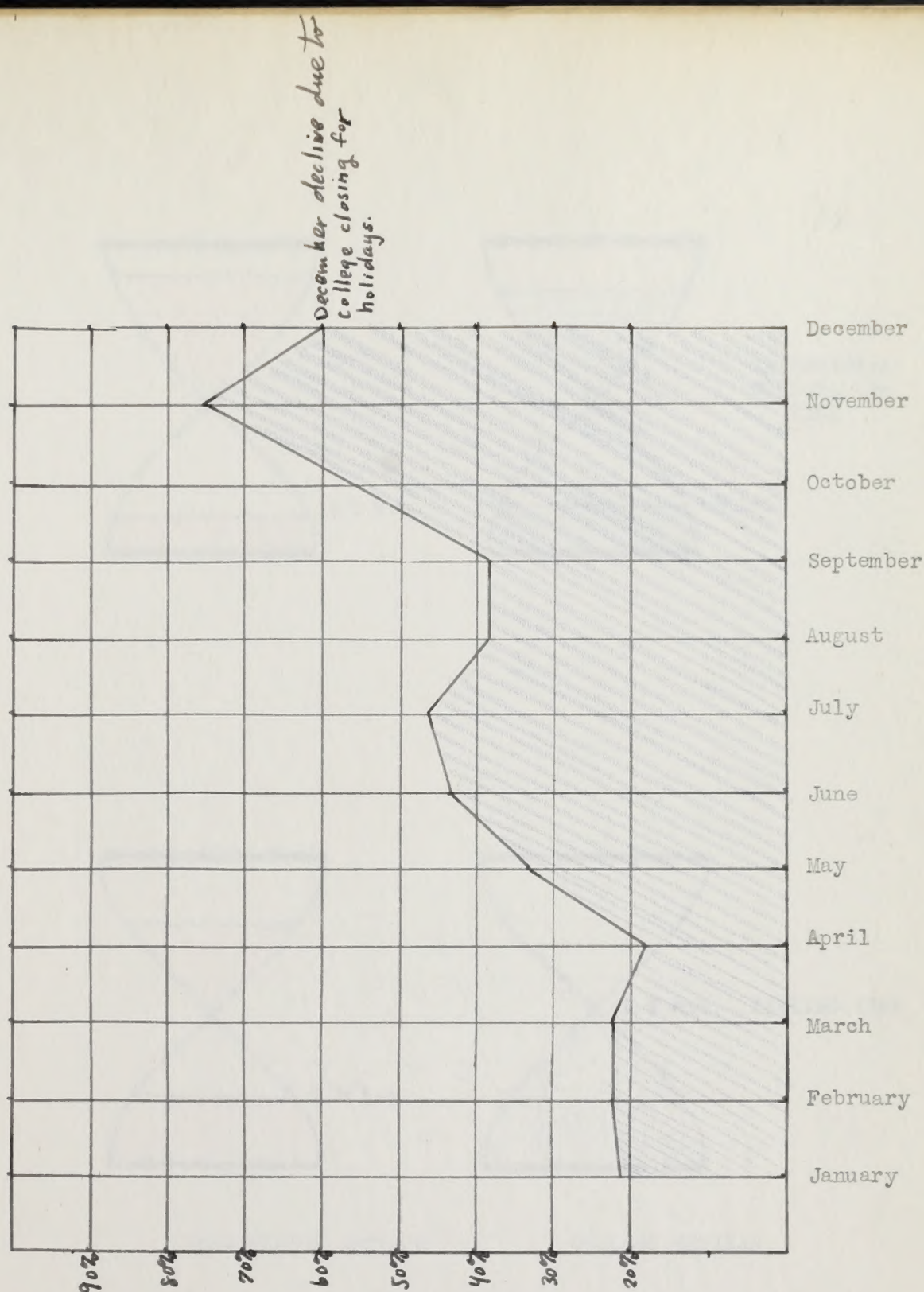










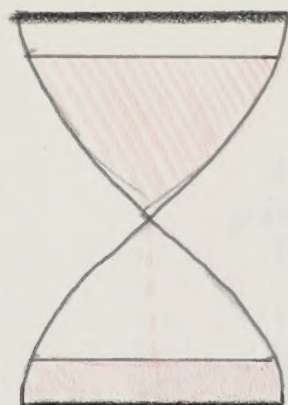


RELATIVE ATTENDANCE, BY MONTHS, OF NON-COLLEGE AND COLLEGE VETERANS DURING THE FIRST YEAR OF THE CENTER'S EXISTENCE.

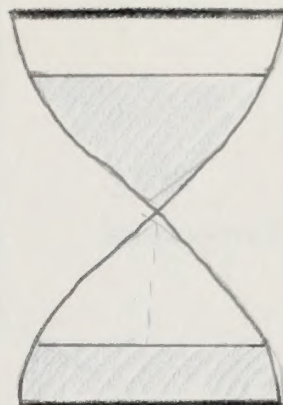
BLUE LINING INDICATES PERCENTAGE OF COLLEGE VETERANS VISITING CENTER





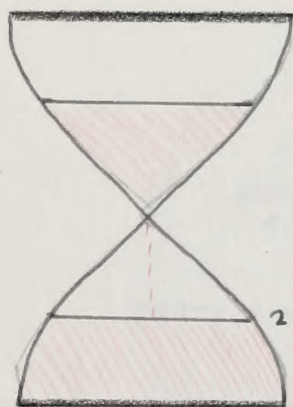


1.2 hrs.

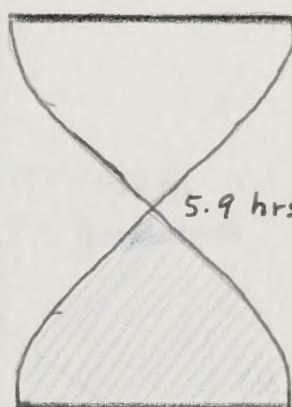


1.4 hrs.

INTERVIEW &  
COUNSELLING  
TIME



2.4 hrs.



5.9 hrs. TESTING TIME

NON-COLLEGE VETERAN

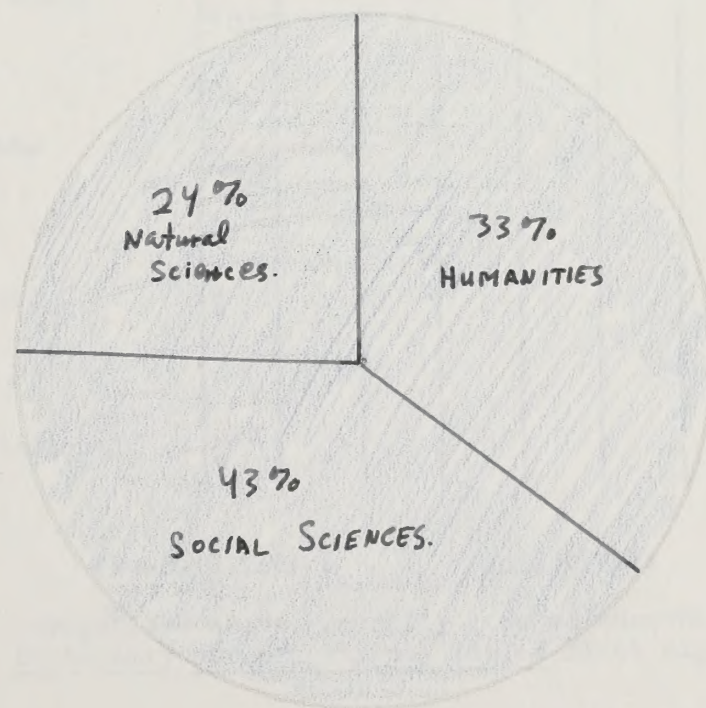
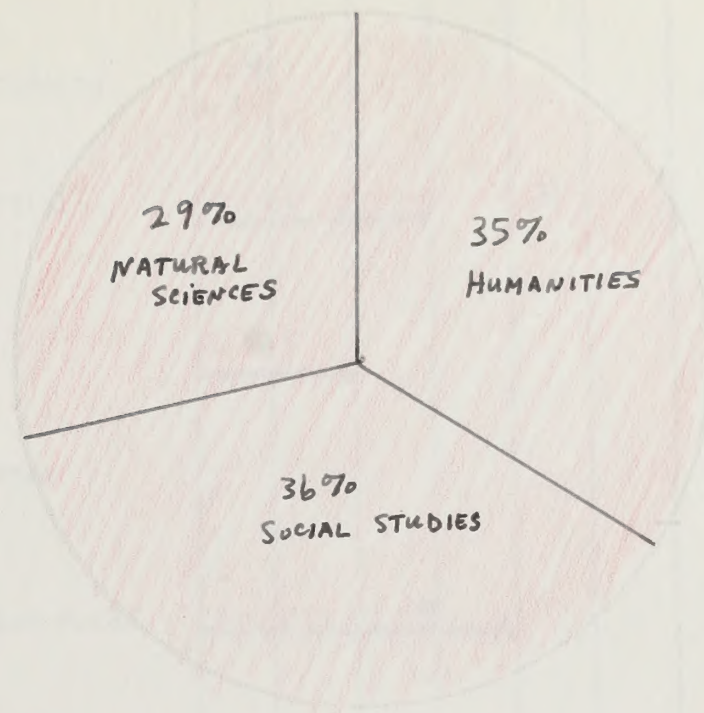
COLLEGE VETERAN

COMPARATIVE COUNSELLING AND TESTING TIME SPENT  
ON COLLEGE AND NON-COLLEGE VETERANS. CHART A





THEORY OF THE HYPERBOLA  
 BY J. H. COOPER, M.A.  
 LONDON: LONGMANS, GREEN & CO. LTD.  
 1908

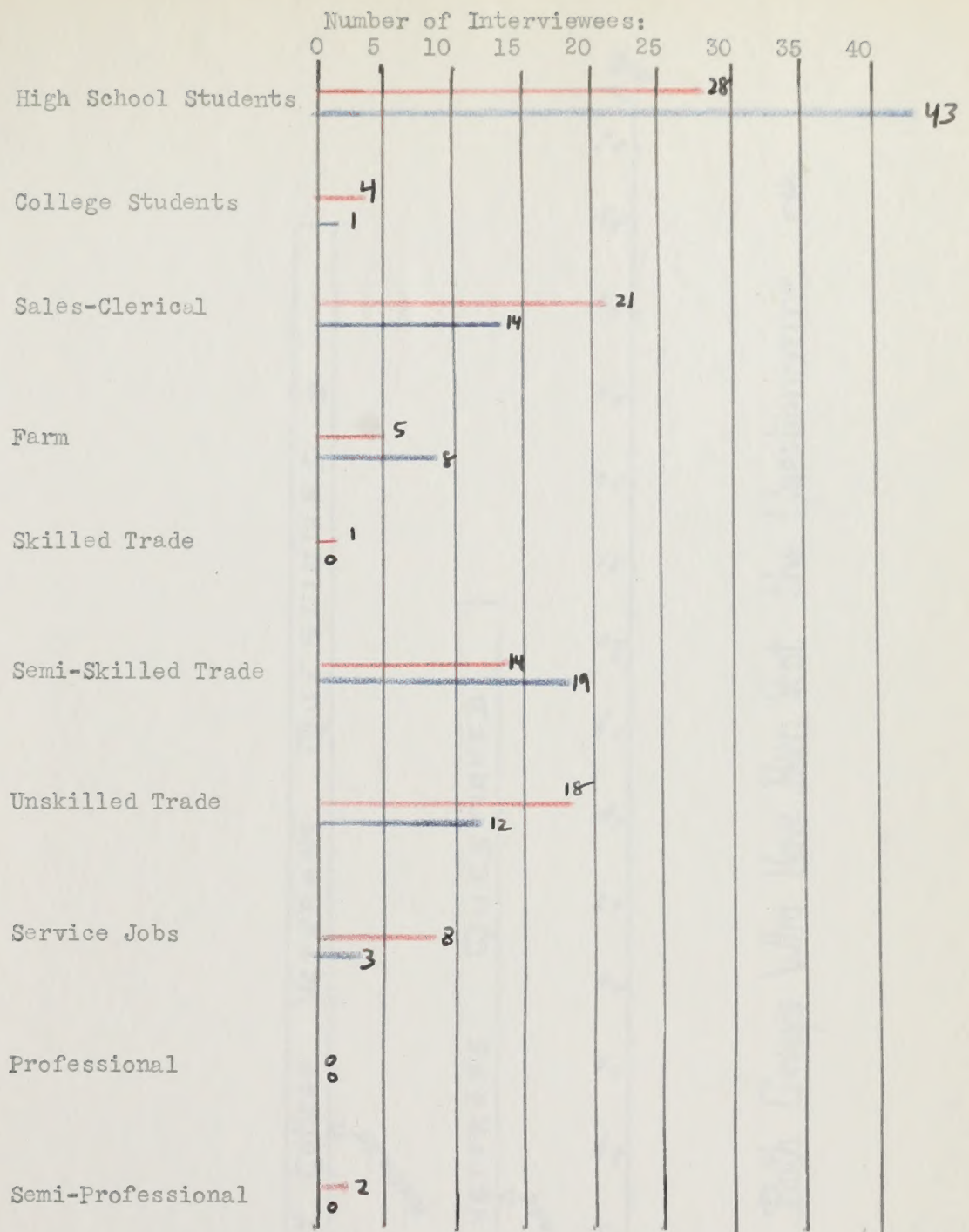


PERCENTAGE OF STUDENTS IN EACH MAJOR DIVISION OF STUDIES  
AT WITTENBERG AT TIME OF COUNSELLING





FIGURE 1. A 3D coordinate system with axes labeled x, y, and z. The origin is marked with a small dot.



Pre-July Vets

Recent Vets

Occupations above generally grouped according to  
Dictionary of Occupational Titles first digits.

PRE-SERVICE OCCUPATIONS OF THE SELECT TWO-HUNDRED





PRE-JULY COLLEGE VETERANS QUESTIONED #

AVERAGE ↓

RECENT VETERANS QUESTIONED

AVERAGE ↓

Age 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 Age

Chronological Ages of Both Groups Who Have Been Sent the Questionnaire #





PRE-JULY CASES

AVERAGE

RECENT CASES

AVERAGE

1 2 3 4 5 6 7

NUMBER OF SEMESTERS COMPLETED

NUMBER OF SEMESTERS COMPLETED BY COLLEGE-ATTENDING QUESTIONNEES AT TIME OF

RETURN OF QUESTIONNAIRES (AVERAGE + RANGE)





## Pre-July Interviewees

## Recent Interviewees

8	62	SINGLE	10	69
6	9	WIFE ONLY	5	7
8	2	ONE CHILD	4	2
2	1	TWO CHILDREN	2	0
2	0	DIVORCED PLUS ONE CHILD	1	0

Shaded Numbers for Disabled Veterans; Solid Numbers for Non-disabled.

Pre-July interviewees

Recent interviewees.

MARITAL STATUS OF THE TWO HUNDRED STUDENT VETERANS COUNSELLED  
BY THE GUIDANCE CENTER



23 31 11 3

7 2 7 1

2 4 3 3

0 2 1 5

0 1 0 2

# WITTENBERG COLLEGE

FOUNDED IN 1845  
SPRINGFIELD, OHIO

## VETERANS ADMINISTRATION GUIDANCE CENTER

January 1948

Dear Veteran and Wittenberger:

To help us give the best possible service to veterans coming to us for advice we earnestly request you to answer as many as you can of the following questions.

We would be glad to see you again at the Center if you wish to bring your questionnaire here in person. If this is not convenient, you can drop the filled-out form in the mail using the enclosed stamped and addressed envelope.

Your cooperation will be of great value to the Center in its efforts to assist other veterans.

*Robert E. Belding*  
Robert E. Belding  
Veterans' Counsellor





INQUIRY FORM CONCERNING YOUR EXPERIENCE WITH THE VETERANS

ADMINISTRATION GUIDANCE CENTER AT WITTENBERG COLLEGE

- I. Your first contact with the Guidance Center was your appointment to be counselled. Later you had the preliminary interview with the counsellor.

Here are some questions concerning your reception and interview.  
(Please, throughout, circle the number before your answer).

A. Did you come to the Guidance Center

1. At the suggestion of your faculty adviser or dean?
2. Out of curiosity?
3. On your own accord because you thought the Center could help you with a problem?
4. Because one of your instructors suggested it?
5. Because you are interested in psychology?
6. At the suggestion of a friend?
7. For any other reason? \_ \_ \_ \_ \_

- B. (Please circle your answer) Did you make your original appointment with a minimum of difficulty? YES NO

Comment:

- C. Did you feel you did an undue amount of waiting for any part of the processing? YES NO

Comment:

- D. Did you feel the personnel at the Center welcomed you cordially and were genuinely interested in your problem? YES NO

Comment:

- E. Did you feel you were "at ease" at the Center so you could talk freely with the counsellor? YES NO

Comment:

- F. Did you feel the counsellor gave enough of an explanation about the tests before you took them so you knew what they were all about?

YES NO

Comment:



QUESTIONS TO BE ASKED OF THE WITNESS

QUESTIONS TO BE ASKED OF THE WITNESS

1. Your first contact with the witness was your appointment to be  
counselor. After you had the preliminary interview with the witness,  
there are some questions concerning your training and background.  
(Please, throughout, state the number of your answer.)

2. Did you come to the witness center?

3. At the suggestion of your family doctor or clergy?

4. Out of curiosity?

5. On your own accord because you thought the center could help you  
with a problem?

6. Because one of your teachers suggested it?

7. Because you were interested in psychology?

8. At the suggestion of a friend?

9. For any other reason?

10. (Please state your answer.) Did you make your original appointment  
with a witness of this center? YES NO  
Comment:

11. Did you feel you had no other means of dealing for any part of the  
problem? YES NO  
Comment:

12. Did you feel the personnel at the center helped you considerably and  
were genuinely interested in your problem? YES NO  
Comment:

13. Did you feel you were "let down" at the center so you could talk freely  
with the counselor? YES NO  
Comment:

14. Did you feel the counselor gave enough of an explanation about the  
tests before you took them so you knew what they were all about?  
YES NO  
Comment:

II. On the basis of interview you may have been given certain tests. Then you talked over test results and discussed your problem with the counsellor.

- A. Did you feel the tester gave you enough personal attention so you were not a part of an "assembly line?" YES NO
- B. Did you feel you were being given tests under the quietest and best conditions possible? YES NO
- C. Did you think the tests were (encircle number of right answer)  
1. Of great value; 2. Of some value; 3. Of little value.
- D. Did you feel that the counsellor gave you enough time? YES NO
- E. (Check one answer) Did you feel the counsellor got to the base of your problem ( ) or did you believe the interview itself was inadequate and superficial ( )?

Any comments on any of the above five statements:

III. THE TOTAL EFFECTIVENESS OF THE CENTER AND ITS WORTH IN LIGHT OF YOUR PRESENT PLANS.

- A. Are your studies directed toward the occupational goal or goals suggested and worked out between you and the counsellor at this Center? YES NO  
Comment:
- B. If you have changed your ideas as to your goal since the conference, please tell briefly what changes have been made and what you now plan to have as your college major.
- C. Are you undecided as to your goal? YES NO  
Comment:
- D. In your opinion might the Center have offered you more assistance in  
1. Home problems. 2. Social problems. 3. Educational adjustment.  
4. Relations to your community. 5. Vocational plans.  
6. Any other way \_ \_ \_ \_ \_



11. On the basis of information you may have been given, have you ever been interviewed by the FBI or any other law enforcement agency?

A. Did you feel the interview gave you enough personal information to feel you were not a part of a conspiracy? YES NO

B. Did you feel you were being given facts which the public and you would not have otherwise known? YES NO

C. Did you feel the facts were (check one) (a) of great value; (b) of some value; (c) of little value.

D. Did you feel that the information gave you enough facts? YES NO

E. (Check one answer) Did you feel the information was to the best of your knowledge ( ) or did you believe the information itself was inaccurate and superficial ( )

Any comments on any of the above five statements:

12. THE TOTAL EFFECTIVENESS OF THE CONSPIRACY AND ITS EFFECT ON YOU

A. Are your studies directed toward the educational goal or goals suggested and worked out between you and the conspirator of this conspiracy? YES NO  
Comments:

B. If you have changed your ideas as to your goal since the conspiracy, please tell briefly what changes have been made and what you are planning to have as your college major.

C. Are you interested in the goal? YES NO  
Comments:

D. In your opinion might the conspirator have offered you more assistance in ( ) these problems. ( ) Social problems. ( ) Educational achievement.

III. E. Do you now think the Guidance Center

1. Threw light on your problems?      2. Helped you moderately?
3. Completely befuddled you so you don't know which way you are going?

F. The particular service or services which seemed of most value  
(circle one or more)

1. Interpretation of test results by the counsellor.
2. Discussion of possible educational or vocational goals.
3. Sources of occupational reading material offered by the Center.
4. Review of specific employment prospects after completion of education.
5. School suggestions or catalogs offered.
6. A chance to relieve your chest of some pressing problem or gripe.
7. Any other \_ \_ \_ \_ \_

Any additional help the Center might have offered? Any changes you would recommend, not included in the questions above? If so, please use this space, plus the other side of the sheet if necessary, for comment:

Notice that we are not asking for your name on this form. However, for tabulation of certain results we would like to know the following few bits of information:

How many semesters have you completed at Wittenberg or in any college? \_ \_ \_ \_

Your present age? \_ \_ \_ What major field of studies are you planning to enter or are you now pursuing? \_ \_ \_ \_ \_

Thank you for spending time in filling out this questionnaire. If you will return it quickly to the Veterans Administration Guidance Center it will mean more immediate action toward bettering our service to the veterans who are our clients.



1. The first part of the report is devoted to a general survey of the situation.

2. The second part of the report is devoted to a detailed analysis of the situation.

3. The third part of the report is devoted to a detailed analysis of the situation.

4. The fourth part of the report is devoted to a detailed analysis of the situation.

5. The fifth part of the report is devoted to a detailed analysis of the situation.

6. The sixth part of the report is devoted to a detailed analysis of the situation.

7. The seventh part of the report is devoted to a detailed analysis of the situation.

8. The eighth part of the report is devoted to a detailed analysis of the situation.

9. The ninth part of the report is devoted to a detailed analysis of the situation.

10. The tenth part of the report is devoted to a detailed analysis of the situation.

11. The eleventh part of the report is devoted to a detailed analysis of the situation.

12. The twelfth part of the report is devoted to a detailed analysis of the situation.

13. The thirteenth part of the report is devoted to a detailed analysis of the situation.

14. The fourteenth part of the report is devoted to a detailed analysis of the situation.

15. The fifteenth part of the report is devoted to a detailed analysis of the situation.

16. The sixteenth part of the report is devoted to a detailed analysis of the situation.

17. The seventeenth part of the report is devoted to a detailed analysis of the situation.

18. The eighteenth part of the report is devoted to a detailed analysis of the situation.

19. The nineteenth part of the report is devoted to a detailed analysis of the situation.

20. The twentieth part of the report is devoted to a detailed analysis of the situation.

21. The twenty-first part of the report is devoted to a detailed analysis of the situation.

22. The twenty-second part of the report is devoted to a detailed analysis of the situation.

23. The twenty-third part of the report is devoted to a detailed analysis of the situation.

24. The twenty-fourth part of the report is devoted to a detailed analysis of the situation.

25. The twenty-fifth part of the report is devoted to a detailed analysis of the situation.

26. The twenty-sixth part of the report is devoted to a detailed analysis of the situation.

27. The twenty-seventh part of the report is devoted to a detailed analysis of the situation.

28. The twenty-eighth part of the report is devoted to a detailed analysis of the situation.

29. The twenty-ninth part of the report is devoted to a detailed analysis of the situation.

30. The thirtieth part of the report is devoted to a detailed analysis of the situation.

31. The thirty-first part of the report is devoted to a detailed analysis of the situation.

32. The thirty-second part of the report is devoted to a detailed analysis of the situation.

## VOCATIONAL ADVISEMENT RECORD

### I. INDIVIDUAL SURVEY

NAME ..... Part VII..... VIII ..... C-No. ....

HOME ADDRESS ..... Phone No. ....

ADDRESS UNTIL ..... Phone No. ....

Date entered active service ..... Date of separation .....

Sex ..... Race ..... Date of birth ..... Place of birth .....

Age ..... Marital status (S, M, W, D, Sep.) ..... Social Security No. ....

#### A. FAMILY STATUS

1. Dependents: Father ....., Mother ....., Number of dependent children ....., Others .....
2. Number of persons living in the same house with veteran: Children ....., Parents ....., Brothers ....., Sisters ....., Others .....
3. Occupations and Education of relatives. (See Manual I, A, 3.)

<i>Relationship</i>	<i>Age</i>	<i>Principal occupation</i>	<i>Education completed</i>
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

4. How many of the first 18 years did veteran live with his parents ....., Mother ....., Father ....., elsewhere .....

#### B. PRESENT EMPLOYMENT STATUS (Preference for Employment or for Training)

1. (a) Employed ..... Job ..... Employer .....
2. (a) Unemployed ..... Prefers immediate employment to training. Yes ..... No .....
- (b) Employed but desires change of employment without training ....., with training .....
- (c) Reason .....
3. If claimant prefers employment, types of jobs he believes himself now able to do.  
(a) ..... (c) .....  
(b) ..... (d) .....
4. Results of contacts by or on behalf of claimant to secure employment .....
5. Jobs or tasks which claimant says his service-connected disability—  
(a) Precludes: .....  
(b) Limits: .....
6. Does the claimant believe that because of his disability he needs training in order to succeed in a suitable occupation? Yes .....  
No ..... Reason for this belief (claimant's own statements) .....



# C. EDUCATION

1. NAME AND LOCATION OF SCHOOL	WHEN ATTENDED FROM— TO—	GRADE OR CLASS COMPLETED	YEAR GRADUATED DEGREE, IF ANY	MAJOR DEPT. OR COURSE	SOURCE OF INFOR- MATION (See item 4)
Grammar.....					
High.....					
College or university.....					
Preparatory or vocational.....					
Correspondence or other.....					
In-Service, ASTP, V-12, etc.....					

2. Previous State or Federal vocational rehabilitation. Place, course, dates and extent of completion .....
3. Previous apprenticeship training. Place, course, dates and extent of completion .....
4. Sources of Information. Record in last vertical column after each school above whether transcript of records, teacher's statement, periodic reports, claimant's statement, or other.
5. Interest and accomplishment in school subjects.

School subjects	Grammar school	High school	College	Other school (specify)
Liked best.....				
Liked least.....				
Highest grades.....				
Lowest grades.....				

6. Foreign languages. Indicate language and insert under proper caption, "Excellent," "Good," or "Fair".

Language	Reads	Speaks	Understands

7. Extra-curricular activities, extent of success and length of participation .....
8. Reasons for leaving school and conditions which limited educational opportunities .....

## D. PRESENT INTERESTS, AVOCATIONS, HOBBIES. (State the veteran's preference in each and extent of participation.)

1. Subject matter for reading .....
2. Avocation or hobby .....
3. Sports and games .....
4. Social activity .....



## E. WORK HISTORY AND VOCATIONAL OUTLOOK

1. *Juvenile Work Experience.*—Include work of occupational significance done for parents and others during school year and vacations .....

2. *Employment Experience.*—

(a) Jobs held *Prior to Service:* (See Manual I, E, 2 and limit to 5 year period.)

(1a) Title ..... Dates ..... Weekly pay .....

Name and address

of employer .....

Duties .....

Code No. ....

(2a) Title ..... Dates ..... Weekly pay .....

Name and address

of employer .....

(3a) Title ..... Dates ..... Weekly pay .....

Name and address

of employer .....

(b) Jobs held *Since Separation from Service:* (See Manual I, E, 2.)

(1b) Title ..... Dates ..... Weekly pay .....

Name and address

of employer .....

Duties .....

(2b) Title ..... Dates ..... Weekly pay .....

Name and address

of employer .....

(c) Insert the number of appropriate reason for leaving after each job title above: (1) Didn't like employer or supervisor

(2) Didn't like work (3) Change of residence (4) Higher wages (5) To enter service (6) Other, specify .....

(d) Summarize significant statements made by the claimant concerning employment experience.

3. *In-Service Experience Having Occupational Significance:* (See Manual I, E, 3.)

Organization

Rank

Kind of work

No. of months



4. *Vocational Outlook.*—

- (a) Kind of employment claimant would have pursued if he had not entered service and how he would have prepared for it  
-----
- (b) Claimant prefers job in which he would work alone -----, with others but independently -----, in cooperation with others -----
- (c) Occupations which the claimant desires to have considered as employment objectives for which he may be trained.

*Occupations suggested by claimant*

*Claimant's reasons for each*

- (d) Claimant's statement, if any, as to whether he feels his disability will make it difficult to pursue training or employment having special regard to the above objectives. -----  
-----  
-----

**F. CLAIMANT'S CERTIFICATE AND SIGNATURE**

- \*1. I hereby authorize the Veterans Administration to release to any person, institution or establishment such information regarding me, including that relating to my disability, as is considered by Veterans Administration officials to be needed by such persons or establishments for the purpose of developing or carrying out arrangements for my training or employment.
2. I, the undersigned claimant, hereby certify that I \*(have read) (have had read to me) all the questions regarding which I was requested to supply any information on this form and all the answers to such questions, and I further certify, under penalty of perjury for any false statement made by me with deceit or fraudulent intent, that all the information supplied by me and embodied in the answers is true to the best of my knowledge and belief.

*Signature* -----  
*Claimant.*

**G. DATA REGARDING ABILITIES, APTITUDES, ETC.**

1. *Results of Objective Tests.*—Record the data derived from objective tests on "Test Record and Profile Chart," Form 1902 c, and attach it to Form 1902, together with any significant observations noted by the examiner. Indicate here the papers attached:  
(a) Form 1902 c -----; (b) Educational transcript -----; (c) Others (specify) -----  
-----
2. Statements by claimant, employers or others regarding claimant's abilities, and sustained interest in preparing for employment. (If advising at V. A. Hospital, take pertinent data from Medical Form 2614-L.)
3. *Interviewer's Comment.*—Record the interviewer's observations and impressions of the claimant in general and note particularly his attitude, facility of expression, ambitions, emotional stability, etc.

*Signatures* -----  
(Vocational Appraiser) (Date) (V. A. Vocational Adviser) Date

*If additional space is required for any item, attach sheet and number items*

\* Delete item 1 if the claimant objects to release of information, and delete inapplicable words in item 2.



**CERTIFICATE C—VOCATIONAL COUNSELING RECOMMENDATIONS—PART VIII**  
(Not to be used as authority for enrollment)

Name \_\_\_\_\_ C-No. \_\_\_\_\_

This is to certify that the above-named claimant, having been found eligible for education or training under Part VIII of Veterans Regulation 1 (a), as amended by Public Law 346, Seventy-eighth Congress, and Public Law 268, Seventy-ninth Congress, has, at his request, been given educational and vocational guidance and that the counseling procedure has resulted in the recommendations set forth below in accordance with significant information contained in the Vocational Advisement Record:

(a) Employment objectives recommended:

*Dictionary Titles*

*Code Nos.*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(b) Other recommendations re: Schools, courses, training, etc.

Check which:

- ☐ (1) The above objectives are not listed in order of preference and the veteran understands that he may choose his own objective, and may attend any approved training facility which will accept him.
- ☐ (2) The above recommendations are made in considering a change of course and are acceptable to the veteran as his education and training plan.

\_\_\_\_\_  
*Veteran, Applicant for Education or Training.*

\_\_\_\_\_  
*Vocational Adviser.*

\_\_\_\_\_  
*Chief, Education and Training Section,  
or designate.*

\_\_\_\_\_  
*Chief, Advisement and Guidance Section,  
or designate.*

\_\_\_\_\_  
(Date)

NOTE.—After executing this certificate attach it to Form 1902b-1. A copy may be furnished to the claimant.



APPENDIX B—VOCATIONAL COUNSELING RECOMMENDATIONS—PART VII

(This is to be used as a guide for the counselor.)

This is a guide for the counselor. It is not intended to be used as a checklist. The counselor should use his own judgment in deciding which of the recommendations are applicable to the individual. The recommendations are based on the results of the tests and the counselor's observations of the individual.

(1) Employment in a related occupation:

Investigate this

(2) Other recommendations for further study, training, etc.

Check which:

- ☐ (1) The above recommendations are based on the results of the tests and the counselor's observations of the individual.
- ☐ (2) The above recommendations are based on the results of the tests and the counselor's observations of the individual.

Signature of the Counselor

Chief, Educational and Training Section  
or designee

Signature of the Individual

Chief, Educational and Training Section  
or designee

Note: After completing this certificate attach it to Form 1000-1. A copy may be furnished to the individual.

1000-1-10000



## Name \_\_\_\_\_

[illegible]







BOSTON UNIVERSITY



1 1719 02555 6608

**ACCOPRESS BINDER**

**EF 250-P7-EMB**

Made By

**ACCO PRODUCTS, INC.**

Ogdensburg, N. Y., U.S.A.



